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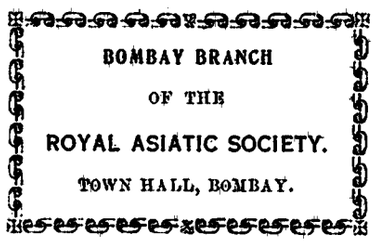
E. Bengal & Assam.
general report
1910-11 & 1914-15 and
Quinquennial for 1907-08 to 1911-12
vol. I



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GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN

EASTERN BENGAL AND ASSAM

FOR THE YEAR

132935

1910-1911. to 1914-15 (for 1911 to Sec Quinquennial) + Quinquennial for 1907-08 to 1911-12 Vol I

BY

THE HON'BLE MR. N. L. HALLWARD, M.A.,
DIRECTOR OF PUBLIC INSTRUCTION, EASTERN BENGAL AND ASSAM

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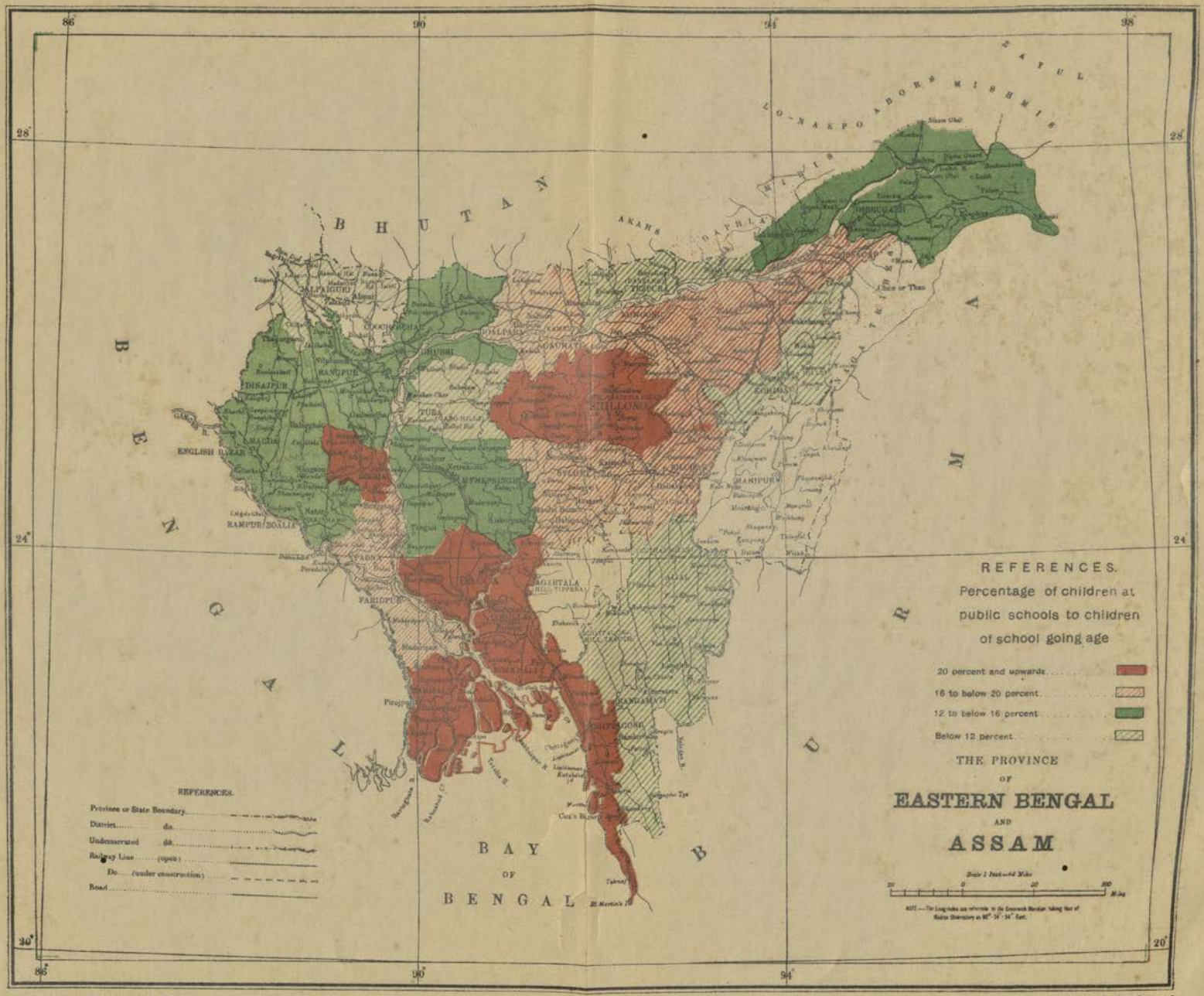
SHOWING THE EXTENT OF PUBLIC SCHOOL EDUCATION IN 1910-11



GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN

EASTERN BENGAL AND ASSAM

FOR THE YEAR

1910-1911.

Introductory.

In accordance with the instructions received in the Government of India letter No. 806, dated the 13th June 1911, the written report has been reduced to little less than a fifth of its previous length, having been confined to a summary of the year's work. The improvement of secondary and technical education, the training of elementary teachers, and the extension of primary education were, perhaps, the chief objects for which adequate funds have hitherto been lacking. A generous grant made from the Imperial Exchequer towards the close of the year enabled the Department to take many important schemes in hand. During the year under review the chief progress was in the improvement of collegiate education.

Educational Services, Inspection, and Direction.

2. The total number of sanctioned posts increased to 940, of which 888 were filled, 20 in the Indian Educational Service, 62 in the Provincial Educational Service, 466 in the Subordinate Educational Service, and 340 in the Lower Subordinate Educational Service.

Outside these graded services there were 391 posts, chiefly in Assam (exclusive of those held by instructors in Guru Training Schools and teachers in Model Girls' Schools).

There were also 11 Assistant Sub-Inspectors and 64 inspecting pandits serving under Boards. The latter class was reduced by 23 during the year and is in process of gradual abolition. The former class has been tried and found wanting, and is also being gradually abolished.

The Government inspecting staff consisted of five Divisional Inspectors, three European and two Indian, three Second Inspectors, two at Dacca and one in Chittagong, and 8 Assistant Inspectors, 59 Deputy Inspectors, 147 Sub-Inspectors, and 11 Assistant Sub-Inspectors. Two new Inspectors joined the Indian Educational Service, Mr. J. W. Gunn, M.A., and Mr. G. A. Small, B.A. All the Divisional Inspectors complain of the inadequate number of Sub-Inspectors, and there is no doubt that an increase is required, especially in the Dacca Division where the average number of primary schools to each Sub-Inspector is 170. The experiment of appointing Assistant Sub-Inspectors, of inferior qualifications, was a palliative which did not justify itself.

For the inspection of girls' schools there were, besides, two Inspectresses and two Assistant Inspectresses, the staff having been strengthened by the addition of another Inspectress, Miss M. C. Somerville, M.A., who has since been placed in independent charge of the Chittagong and Surma Valley Divisions, excluding the Khasi and Jaintia Hills, Miss Garrett retaining the charge of the Dacca, Rajshahi, and Assam Valley Divisions, with the Khasi and Jaintia Hills.

The attention of Inspectors is directed to the general failure of the subordinate inspecting staff to attain the minimum amount of inspection required under the Government orders of the 1st of February 1908, and to the increasing number of

primary schools left unvisited, 509 in the Dacca Division alone, for instance, against 451 in the preceding year. Provision is being made for the gradual training of the Deputy and Sub-Inspectors at the Dacca Training College; but the task is rendered difficult by the very inadequate educational equipment of many of the Sub-Inspectors, especially of those taken over from the District Boards. In the Lower Grade Departmental Examinations the Sub-Inspectors generally have failed miserably, some of them several times in succession.

The Hon'ble Mr. H. Sharp was Director till the 26th of December 1910, when he left the province to join his appointment as Joint Secretary to the Government of India in the Education Department. Mr. J. A. Richey, Assistant Director, officiated till the 2nd of January 1911, when he left the Province for Peshawar and I relieved him. Mr. T. O. D. Dunn, M.A., succeeded him as Assistant Director a fortnight before the close of the official year.

Collegiate Education.

3. In last year's report the Hon'ble Mr. Sharp noted three schemes for special consideration. The first was the provision of M. A. courses in one or more of our colleges. This has been realised in part, the Dacca College having obtained affiliation to the M. A. standard in English. But in view of the recent considerable increase in the staff it is hoped that further affiliation will shortly be secured. Further affiliations are also indicated in the near future for the Rajshahi, Cotton, and Chittagong Colleges. The second scheme—the raising of the status and the improvement of the staff and accommodation at the Chittagong College—has been almost completed. B. A. classes were for the first time opened in July 1910, sufficient additions were made to the staff, and building operations, in the shape of improvements and extensions, continued throughout the year. The third was the provincialisation of the Murarichand College, Sylhet. Owing to lack of funds this could not be undertaken. It is hoped however that Government will take over the management of this college from the commencement of the 1912-1913 session. At the Rajshahi and Cotton Colleges additions were made to the staff and improvements in other directions effected.

While steady efforts were being made for the improvement of the four Government colleges, the four aided colleges continued to draw liberal recurring grants. The Ananda Mohan College (Mymensingh) received the second half of the capital grant of Rs. 55,000, and has now been provided with suitable buildings. To the Jagannath College (Dacca) grants to the amount of Rs. 2,500 were made, originally intended for the purpose of instituting Botany classes; but this scheme has encountered serious difficulties, and has not been proceeded with. A capital grant of Rs. 12,342 was also made for the extension of the college compound. Preliminaries were also settled for bringing the Brajamohan Institution (Barisal) under the category of aided institutions.

Three new Professors joined the Dacca College in the Indian Educational Service, Mr. A. Macdonald, M.A., B.Sc. (Glasgow), Mr. D. B. Meek, M.A., B.Sc. (Glasgow), and Mr. J. M. Bottomley, B.A. (Oxon.), and one the Cotton College, Dr. D. Thomson, M.A., B.Sc., Ph.D. Mr. J. R. Barrow, B.A., joined the staff of the Dacca College as senior Professor.

The number of arts colleges was reduced from 11 to 10 by the amalgamation of the Pramatha Manmatha College, Tangail, with the Jagannath College, Dacca. The total number of pupils rose by 384, from 2,034 to 2,418. Expenditure increased by Rs. 18,258, from Rs. 3,32,110 to Rs. 3,50,368; but an additional sum of Rs. 22,699 was received from private sources, and the contribution from provincial revenues was correspondingly reduced.

Considerably more than one-quarter of the 2,418 students are now accommodated in college hostels, and 547 more in messes; but the unsatisfactory condition of the supervised messes has led to the appointment of an Inspector of Residences at Dacca. If this experiment succeeds, it may be extended to other large collegiate towns.

In January 1911 the Dacca Law College received affiliation up to the Final B. L. Examination, and the affiliation hitherto enjoyed by the Dacca College was transferred to this college. On the 31st of December 1910 it had 57 B. L. students. The staff consists of a Principal, a Vice-Principal, and two Lecturers.

In addition to the provision made at the Dacca Law College, there are Pleadership classes at Rajshahi, Chittagong and Gauhati, recognised by the Calcutta High Court. Recognition has been withdrawn from the classes at Sylhet, Silchar and Sibsagar.

Secondary Education.

4. The principal features of the year were :—

(i) The publication of a revised curriculum for vernacular schools.

(ii) The introduction of the new curriculum in the high and middle schools of Assam.

(iii) The completion of the survey of middle schools.

(iv) The inspection of high schools for the University.

(v) The introduction of the new admission and transfer rules.

The total number of secondary schools for Indian boys increased by 19, from 1,205 to 1,224, and that of pupils by 16,748, from 140,985 to 157,733, a rise of 11·8 per cent. Hindus contributed 8,660 and Muhammadans 7,834 to the total increase.

Direct expenditure has increased from Rs. 19,20,591 to Rs. 20,77,149 or by 8·1 per cent. This is the net result of an increase of Rs. 1,65,535 from private funds and of a decrease of Rs. 8,977 from public.

High Schools.

5. The number of schools increased by 2, from 215 to 217, and of pupils by 7,364, from 56,982 to 64,346, a rise of 12·9 per cent. To this increase Hindus contributed 4,969 and Muhammadans 2,331.

There are at present 29 Government schools (including three temporarily placed under State management), 1 Municipal, 57 aided, and 130 unaided schools.

Expenditure increased by Rs. 98,172, from Rs. 11,79,540 to Rs. 12,77,712. The increase is mainly due to the improvements effected in the staff, accommodation, and equipment of these schools, particularly of those of the aided class. The condition of a large proportion of the unaided schools is very unsatisfactory both as regards general efficiency and in respect of tone and discipline. A higher standard of attainment in order to secure recognition, as well as a large expenditure, both capital and recurring, is needed to make this class of school worthy of the title of secondary. Many of the aided schools are little better, and a few have come into discreditable prominence in connection with the present disorders of the body politic. Much is being done for high schools; how much remains to be done will be apparent from the fact that out of a total expenditure of over 12¾ lakhs nearly 11 lakhs comes from fees, subscriptions, and endowments, and only Rs. 1,86,426 from provincial revenues. The demand for admission into some of the Government high schools is rapidly outgrowing the available accommodation, and extensive additions are being planned and carried out. Some of the aided schools at large centres of population are in the like case, and assistance is being granted, as far as funds permit, to enable them to meet the situation.

Middle English Schools.

6. The number of these schools has increased by 61, from 599 to 660, and of their pupils by 12,794, from 58,555 to 71,349, a rise of 21·8 per cent. These increases have been mainly achieved at the expense of middle vernacular and upper primary schools. Expenditure has risen by Rs. 79,094, from Rs. 5,49,288 to Rs. 6,28,382, the increase being derived almost entirely from private sources. The survey of these schools, now completed, shows that in most cases the staff is inefficient, ill-qualified, especially for English teaching, and untrained. There are no libraries worthy of the name. Management, equipment and accommodation are alike unsatisfactory. The present average monthly cost of a middle English school is Rs. 79, a figure which is eloquent of the crying need for the improvement of this class of school, for which ampler funds are as imperatively required as for our high schools. We have to look mainly to imperial grants in both cases, for the provincial revenues are unequal to the immense expenditure involved; some hope of this assistance has recently been held out to us.

Middle Vernacular Schools.

7. The rapid decline in the popularity of these schools continues. The number of schools has fallen by 44, from 391 to 347, and of pupils by 3,410, from 25,448 to 22,038. Expenditure has decreased from Rs. 1,91,763 to Rs. 1,71,055, while the average cost per pupil has risen from Rs. 7-14-2 to Rs. 8-13-10.

The universal desire to learn English has made it difficult, if not impossible, to arrest the decay of middle vernacular schools. Yet the maintenance of the middle vernacular classes is essential, in order to provide better equipped teachers for our primary schools and material for our training schools. This can only be achieved, in my opinion, by a much more liberal system of scholarships or stipends, and will perhaps be more economically effected by instituting special schools containing the middle vernacular classes only.

Primary Schools.

8. There was a slight decrease of 33 in the total number of primary schools for Indian boys; but the number of pupils increased by 3,208, a fact which indicates that only ephemeral schools have been eliminated. The number of boys reading in the primary classes of secondary schools of all kinds rose by 8,678, from 91,362 to over a lakh. The total direct expenditure on primary schools for boys increased by 3·1, from Rs. 17,75,188 to Rs. 18,31,411. The average cost of a school was Rs. 105-14-6 and of a pupil Rs. 3-0-2 per annum, but there is a great difference in average cost between Eastern Bengal and Assam. In the former a school costs on an average Rs. 97-5-10 and a pupil Rs. 2-12-8; in the latter Rs. 140-5-9 and Rs. 3-13-9, respectively.

Technical, Industrial, and Commercial Education.

9. There is at present no engineering college in the province; but the Ahsanullah School of Engineering, Dacca, teaches up to the Foreman Mechanics standard. The five technical schools at Barisal, Comilla, Rampur-Boalia, Rangpur and Pabna teach only up to the Sub-Overseer standard. All these schools are being provincialised. Industrial education is provided in the artisan classes of the abovenamed schools, in the Industrial schools of Chittagong, Bogra, Shillong, and Kohima, in the Weaving schools at Malda and Tukrachar, in the Sericultural school at Rampur-Baolia, and in the Railway workshops in Assam in which the Williamson apprentices are being trained.

Commercial education is provided only in eight private institutions, four at Dacca and two each at Barisal and Chittagong. They teach type-writing, shorthand, and book-keeping. Altogether 1,201 pupils are being educated in the technical and industrial schools, including the 'B' classes of high schools, and 260 in the commercial schools.

The decline in the popularity of the 'B' classes continued, though less markedly, the number of pupils falling from 221 to 206; the decline was undoubtedly due to the serious lowering of the standard in the Calcutta Matriculation Examination, which was made very much easier to pass than the 'B' Final Examination.

Training of Teachers.

10. The province has now one Secondary Training College, five Normal schools, and forty-seven Elementary Training schools.

The Dacca Training College was opened in July 1910 and was affiliated to the Calcutta University up to the B. T. standard. It received 24 students, of whom 20 were Government servants (11 assistant masters and 9 inspecting officers), 1 teacher of an aided school, and 3 private students. Of the 24 students, 11 were working for the B. T. degree and the remaining 13 for the diploma of Licentiate in Teaching. Eight out of ten candidates passed the B. T. Examination, two in the first division.

The five Normal schools at Dacca, Chittagong, Rangpur, Silchar, and Jorhat were training 293 secondary vernacular teachers; 76 out of 111 passed the final examination in December 1910.

The 47 Elementary Training schools for primary teachers had a total of 954 pupils. The system of attaching apprentices to selected middle schools in Assam has been found unsatisfactory; the number of schools training apprentices has been reduced, while the number of apprentices has declined from 152 to 111.

Out of a total of 32,213 teachers now employed in all kinds of secondary and primary schools in the province only 4,946 are reported to have had some kind of training. The total number of teachers now under training, including the Maulvi Training classes at Dacca and Chittagong, the new special training class for Chakmas and Tipperas at Rangamati, and the Eden School traning classes for women teachers, is about 1,450.

Edu ation of women and girls.

11. The progress of the preceding year has been more than maintained, the total number of girls' schools, including zenana classes, having risen by 319 to 4,550 and the total number of girl pupils, including girls in boys' schools, by 8,966 to 131,139.

The addition to the inspecting staff of another Inspectress has been noted above. Other important developments were the provincialization of the Noakhali Girls' School, the sanctioning of 50 new scholarships for girls' schools, the completion of new curricula for girls' primary and middle schools and the composition of manuals containing model lesson for the use of women teachers.

In the three high schools at Dacca, Mymensingh and Chittagong, 60 girls are reading in the high school classes; 72 are reading in the middle classes of the five

Middle English and thirteen Middle Vernacular Schools; 190 are in the upper classes of the 68 Upper Primary schools. The vast majority are in the 4,459 Lower Primary schools and in the lower classes of the Upper Primary and Secondary schools.

The total direct expenditure on girls' schools and zenana classes was under 2¾ lakhs, less than 6 per cent. of the total direct expenditure on education in this province. Further progress is a question, first and foremost, of more liberal expenditure, and only secondarily of overcoming prejudices and of finding and training competent teachers.

European Education.

12. There has been no increase in the number of recognised schools for some years; but the Loreto Convent, Shillong, an unaided school, opened in 1909-10, has now furnished returns, and having acquired a good reputation for efficiency, is added to the list of schools recognised by the Department. It is a mixed elementary school containing 24 girls and 6 boys. Of the five previously recognised schools the Pine Mount School is the only Government institution; the other four, St. Gregory's, Dacca, a mixed school, St. Placid's, Chittagong, a boys' school, St. Scholastica's, Chittagong, a girls' school, and the Saidpur Day School, a mixed Railway school, are all aided by Government. All these schools, except St. Gregory's, are of the elementary class, though one or two were classified as middle schools under the old Bengal Code. They will in future be classified and brought under the provisions of the revised European Code. The total number of pupils in all these schools was 413.

Progress of Muhammadan Education.

13. The net result of the year was a slight relative retrogression in primary and an advance in secondary education. The number of Muhammadan pupils increased by 13,483, from 472,251 to 485,734, in the ratio of 2·8 per cent., while that of Hindus increased by 13,128, from 397,260 to 410,388, in the ratio of 3·3 per cent. The progress of education continued to be much more rapid among "others", the number of pupils increasing by 2,533, from 37,998 to 40,531, in the ratio of 6·6 per cent.

The percentages to the total number of pupils are:—

Hindus	43·8 per cent.
Muhammadans	51·9 „
Others	4·3 „

And the percentage of Muhammadan and Hindu pupils at schools to the children of school-going age are—

Muhammadans	16·0 per cent.
Hindus	21·9 „

Hindu pupils now represent 72·4, 55·1, and 40 per cent., respectively, of the total number reading in high schools, middle schools, and primary schools, while the corresponding figures for Muhammadans are 26·4, 41·6 and 55·1 per cent. against 25·8, 39·8, and 55·2 in the preceding year.

Special measures affecting Muhammadan education were the opening of the second-year classes at the training classes for Maulvis at Dacca and Chittagong, the teaching of Urdu as an optional subject, the survey of private madrassas, not yet completed, the preparation of a scheme of madrassa reform, now ripe for sanction, and the preparation of Muktab Readers.

Board of Examiners and System of Roll numbers.

14. Among other new features of the year's work mention should be made of the institution of the Central Board of Examiners which was constituted under Government Notification No. 3097E., dated the 24th of November 1909. This important body held its first meeting in March 1910, and three subsequent meetings during the year.

The following examinations have been conducted by the Board and the results reported to my office:—

(1) Higher Grade Departmental Examination.
(2) Lower Grade Departmental Examination.
(3) Normal School Examination (Eastern Bengal).
(4) Normal School Examination (Assam).
(5) Guru Class Examination (Assam).
(6) Apprentice Teachers' Examination (Assam).
(7) Sanskrit Tol Examination in Assam.
(8) Maulvi Training Class Examination.
(9) Examination of the Training class for Mistresses (Eden Girls' High School).

In the opinion of the Board the results of these examinations, save the Higher Grade Departmental Examination and the Examination for teachers in training at the Eden Girls' High School, have been far from satisfactory. In the light of the year's experience they have made certain proposals which, as far as practicable, are being adopted:—

(1) The discontinuance of the Apprentice Teachers' classes in Assam.
(2) The abolition of the English classes for teachers under training at the Eden Girls' High School.
(3) The provision of remuneration for examiners.
(4) The provision of a contingent grant for the Board.

In response to a persistent demand made in certain quarters, instructions were given to try the experiment of substituting roll numbers for names of candidates at the Training School and Middle English Scholarship Examinations. Unfortunately two out of the five divisions have failed to carry out the required experiment, and the results are incomplete and inconclusive. The Inspectors of Schools of the Dacca and Chittagong Divisions report that the system was found to work well, though the former considered that no necessity for the innovation had been felt. In the Assam Valley the Inspector did not regard the results as particularly satisfactory, but recommended the continuance of the experiment. The experiment will be given a further trial this year.

15. The following synoptic table shows the progress of Indian education in this

General Satistics.

Province during the year:—

	1909-1910.		1910-1911.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
PUBLIC INSTITUTIONS.				
Collegiate Education—				
Arts Colleges	11	2,034	10	2,418
Law „	3	130	3	118
Training „	...	...	1	24
School Education—General—				
Secondary for boys ... High schools	215	56 982	217	64,343
Secondary for boys ... Middle English schools	599	58,555	660	71,349
Secondary for boys ... „ Vernacular schools	391	25,449	347	22,038
Secondary for girls ... High schools	3	383	3	479
Secondary for girls ... Middle English schools	5	613	5	653
Secondary for girls ... „ Vernacular schools	12	886	13	1,002
Primary schools ... For boys	17,325	650,564	17,292	653,772
Primary schools ... „ girls	4,210	90,502	4,527	98,880
School Education—Special—				
Training schools ... For Masters	51	1,082	53	1,276
Training schools ... „ Mistresses	1	20	1	26
Law schools	5	111	3	70
Medical schools	5	638	5	622
Engineering and Surveying schools	2	367	2	325
Industrial schools ... For boys	17	696	17	684
Industrial schools ... „ girls	...	...	1	20
Commercial schools	8	227	8	260
Other schools ... Madrassas	172	13,080	162	12,804
Other schools ... Tols	300	4,798	319	5,074
Total of Public Institutions	23,335	907,116	23,649	936,240
Carried over...	23,335	907,116	23,649	936,240

	1909-1910.		1910-1911.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
Brought forward	23,335	907,116	23,649	936,240
PRIVATE INSTITUTIONS.				
Advanced ... Arabic and Persian	122	4,233	153	5,257
Advanced ... Sanskrit	103	838	48	365
Elementary, teaching a vernacular. For boys	188	3,926	141	3,060
Elementary, teaching a vernacular. „ girls	19	399	18	280
Elementary, teaching Quran. For boys	1,647	30,971	1,507	29,727
Elementary, teaching Quran. „ girls	160	2,007	175	1,928
Other schools not conforming to Departmental Standard. For boys	178	4,215	215	6,149
Other schools not conforming to Departmental Standard. „ girls	19	780	23	794
Total of Private Institutions	2,436	47,374	2,280	47,560
Grand Total...	25,771	954,490	25,929	983,800

Expenditure and the Budget.

16. The total expenditure on public instruction increased by 10·7 per cent., from Rs. 65,94,013 to Rs. 73,05,260. The increase was common to both direct and indirect expenditure, the former rising by 6·3 per cent., from Rs. 47,75,732 to Rs. 50,80,725, and the latter by 22·3 per cent., from Rs. 18,18,281 to Rs. 22,24,535. The increase in indirect expenture is mainly under the heads "Buildings, furniture, and apparatus." The Public Works Department expended on educational buildings nearly Rs. 86,000 more than in the previous year. To the total expenditure:—

Provincial revenues	contributed	Rs.	22,05,339	against Rs.	19,36,516	in 1909-1910.
District and local funds	ditto	„	13,37,489	„ „	13,23,797	ditto.
Municipal funds	ditto	„	47,362	„ „	51,441	ditto.
Fees ...	ditto	„	26,67,032	„ „	23,44,301	ditto.
Subscriptions, etc.	ditto	„	10,48,038	„ „	9,37,958	ditto.
Total		„	73,05,260	„ „	65,94,013	ditto.

Thus there was a rise in expenditure from all sources except Municipal funds, which show a decrease of Rs. 4,079. Again, taking into consideration the two main heads of expenditure—public and private—we find that the increases were Rs. 2,78,436 and Rs. 4,32,811, respectively.

Cost per pupil.

17. The average cost per pupil (if direct expenditure only be reckoned) increased from Rs. 5·6 to Rs. 5·8, Rs. 2·2 coming from public and Rs. 3·6 from private sources. If, however, both direct and indirect expenditure be taken into account, the cost per pupil comes to Rs. 8·4.

The total expenditure (direct and indirect) per head of population is Re. 0-3-4, of which Re. 0-2-4 was met from direct expenditure and Re. 0-1-0 from indirect.

Comparison of Director's figures with those of the Accountant-General.

18. The actual Provincial expenditure during the year 1910-1911 under the head "22—Education," as returned by the Accountant-General, is Rs. 26,06,566, while that shown in General Table IV of the report is Rs. 25,87,645, as detailed below:—

	Rs.
Provincial revenues	22,05,339
Local funds applied to the benefit of State institutions ...	6,211
Municipal funds ditto ...	214
Fees in ditto ...	3,28,854
Subscriptions „ ditto ...	6,541
Endowments, etc. „ ditto ...	40,486
Total	25,87,645

From this total must be deducted the following figures included in General Table IV, but not in the Accountant-General's statement:—

	Rs.
Expenditure on medical schools	69,337
Expenditure on buildings by Public Works Department	3,57,560
Expenditure from District, Local, and Municipal funds, as contribution to State schools, *minus* the amount included in the Accountant-General's statement	4,039
Total	4,30,936

Deducting this from the total given above, we have Rs. 21,56,709. To this must be added the amount given to local bodies as contribution, Rs. 4,40,063. Thus we arrive at a final total of Rs. 25,96,772, against a total in the Accountant-General's books of Rs. 26,06,566. This gives a discrepancy of Rs. 9,794 between the Accountant-General's figures and those of this Department. But the Accountant-General's statement of expenditure includes items of Rs. 426 under the head of "Refunds" and of Rs. 8,642 under the head of "land acquisition for the Mymensingh college and hostel;" the latter had previously been shown in 1909 as expenditure from the Public Works Department, but is now shown as expenditure under the head "22—Education." These amounts are not included in my returns of the year. The actual discrepancy is thus reduced to the negligible sum of Rs. 726.

The Budget.

19. The budget estimate for the year was originally Rs. 27,01,000, from which about Rs. 82,000 was transferred to the Public Works Department; the sanctioned estimate was thus reduced to Rs. 26,19,000 in round figures. The total expenditure returned by the Accountant-General was Rs. 26,06,566, some Rs. 12,000 within the estimate.

STATEMENTS.

Abstract Return of Colleges, Schools and Scholars in Eastern Bengal

[For details, *see*

Area and population.			
Total area in square miles.	Number of towns and villages.	Population.	——
1	2	3	4
111,645 ...	Towns ... 62 Villages ... 110,898 Total ... 110,960	Males ... 17,706,396 Females... 16,887,966 Total ... 34,594,362	Institutions { For males „ females Total ... ... Scholars ... { Males... Females Total ...

NOTE.—For purposes of columns 1, 2 and 3 the statistics of the last

RAL TABLE I.

and Assam at the end of the official year 1910-1911.

General Table III.]

Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.	Advanced.	Elementary and others.			
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.						
5	6	7	8	9	10	11	12	13	14	15	16
10	4	1,227	17,292	53	516	19,102	201	1,863	21,166	Institutions to number of towns and villages. 19·07	
...	...	24	4,527	1	1	4,553	...	216	4,769	Institutions to number of towns and villages. 4·3	
10	4	1,251	21,819	54	517	23,655	201	2,079	25,935	23·37	
2,418	142	157,820	623,925	1,262	19,744	805,311	5,543	34,206	845,060	Male scholars to male population of school-going age. 32·13	
...	...	2,460	128,727	40	115	131,342	79	7,732	139,153	Female scholars to female population of school-going age. 5·55	
2,418	142	160,280	752,652	1,302	19,859	936,653	5,622	41,938	984,213	19·15	

Census have been utilised.

EDUCATION—GENE

Abstract Return of Expenditure on Public Instruction

[For details, *see*

	Total Direct Expenditure on Public Instruction.§					
	Collegiate Education.		School Education, General.		School Education, Special.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	3,50,368	33,251	20,88,545	18,31,411	1,23,206	3,67,371
„ females	...	...	82,518	1,95,226	8,529	300
Total ...	3,50,368	33,251	21,71,063	20,26,637	1,31,735	3,67,671
(*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	8·92	1·03	14·08	5·03	5·68	6·00
(*b*) Percentages* of District or Local Fund Expenditure included in columns 2—17 to Total District or Local Fund Expenditure on Public Instruction.	...	...	9·81	64·25	·12	2·70
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	...	...	11·98	60·75	...	5·57
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4·80	·46	29·72	27·74	1·80	5·03
Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	137 7 11	150 3 0	16 14 8	7 15 5	112 8 8	50 9 7
Government institutions. Cost to District or Local and Municipal Funds.	...	...	0 2 6	0 4 2	1 7 0	0 7 8
Government institutions. Total cost ...	216 7 5	220 3 3	33 0 2	8 11 9	117 2 3	81 13 8
District or Local Fund schools.‡ Cost to Provincial Revenues ...	...	...	...	0 0 3	...	5 3 1
District or Local Fund schools.‡ Cost to District or Local Funds	...	...	3 13 3	2 13 8	...	41 13 8
District or Local Fund schools.‡ Total cost ...	...	...	9 3 0	3 7 1	...	92 6 6
Municipal schools.‡ Cost to Provincial Revenues ...	...	...	1 14 0	0 0 4	...	...
Municipal schools.‡ Cost to Municipal Funds	...	...	0 10 9	4 1 5	...	...
Municipal schools.‡ Total cost ...	...	...	14 5 2	5 8 4	...	...
Aide institutions... Cost to Provincial Revenues ...	35 14 9	...	1 7 6	0 2 7	19 14 6	1 5 11
Aide institutions... Cost to District or Local and Municipal Funds.	...	...	1 8 7	0 14 8	...	1 11 2
Aide institutions... Total cost ...	79 10 9	...	12 14 11	2 13 8	31 5 3	8 11 2
Unaided institutions—Total cost	85 7 10	...	14 4 9	1 8 5	...	8 5 9
All institutions ... Cost to Provincial Revenues ...	84 7 8	150 2 0	2 2 2	0 2 6	103 7 7	7 0 6
All institutions ... Cost to District or Local and Municipal Funds.	...	...	0 15 1	1 4 3	1 4 9	2 0 11
All institutions ... Total cost ...	150 6 11	220 3 3	14 15 1	2 14 4	108 12 6	19 8 3

RAL TABLE II.

in Eastern Bengal and Assam for the official year 1910-1911.

General Table IV.]

Total.	Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
47,94,152	...	1,07,415	4,72,443	1,37,147	9,54,747	1,06,331	4,46,452	22,24,535	73,05,260
2,86,573	...	...	...	...	...	...	...	...	
50,80,725	...	1,07,415	4,72,443	1,37,147	9,54,747	1,06,331	4,46,452	22,24,535	73,05,260
40·74	...	4·87	20·07	4·10	23·96	1·43	4·83	59·26	100
76·88	...	...	2·15	2·62	12·66	2·71	2·97	23·12	100
78·28	...	...	2·14	2·33	9·28	1·87	6·10	21·72	100
69·55	...	1·47	6·47	1·88	13·07	1·45	6·11	30·45	100

Rs. a. p.	
31 14 8	* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.
0 4 4	† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.
50 2 7	
0 0 7	
3 0 0	
3 14 5	
0 11 0	
2 13 8	‡ The average cost of each pupil in District or Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.
8 11 8	§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.
0 6 8	
1 0 2	
4 6 10	
7 4 0	
1 0 6	
1 3 7	
5 13 8	

EDUCATION—GENE

Return of Colleges, Schools and Scholars in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education — English	4	1,256	1,195	1,038	..	..	..	..	..	..	..	..	4	934	903	730
Colleges for professional training.	1	24	24	21	..	..	..	..	..	..	..	..	..	..	..	..
Law ..	3	118	127	106	..	..	..	..	..	..	..	..	..	..	..	..
Total	8	1,398	1,346	1,165	..	..	..	..	..	..	..	..	4	934	903	730
Secondary Schools.																
School Education, General. — For Boys— High Schools .. English ..	29	9,981	9,005	7,643	1	587	523	452	..	..	..	..	57	18,248	16,226	13,616
Middle Schools .. English ..	6	763	656	532	27	3,766	3,503	2,841	..	..	..	..	415	44,755	40,369	32,529
Middle Schools .. Vernacular ..	19	1,487	1,400	1,054	43	3,191	2,992	2,385	..	..	..	..	261	15,496	14,709	11,773
Total for Boys' Schools ..	54	12,231	11,061	9,229	71	7,544	7,108	5,678	..	..	..	..	733	78,499	71,304	57,918
For Girls— High Schools .. English ..	3	479	424	329	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools .. English ..	3	235	224	189	..	..	..	..	..	..	..	..	3	300	316	250
Middle Schools .. Vernacular ..	2	213	214	148	..	..	..	..	..	..	..	..	10	736	684	544
Total for Girls' Schools ..	8	927	862	616	..	..	..	..	..	..	..	..	13	1,036	1,000	794
Grand total Secondary Schools for Boys and Girls.	62	13,158	11,923	9,845	71	7,544	7,108	5,678	..	..	..	..	746	79,535	72,304	58,712
Primary Schools.																
For boys .. Upper Primary ..	37	1,590	1,462	1,120	30	1,573	1,548	1,226	..	..	..	..	1,792	95,279	88,834	74,110
For boys .. Lower „ ..	45	997	929	829	3,717	163,033	154,165	112,791	..	...	...	...	9,434	323,163	299,874	246,683
Total Primary Schools for Boys	82	2,587	2,391	1,949	3,747	164,606	155,713	114,017	..	...	...	...	11,226	418,442	388,708	320,793
For Girls .. Upper Primary ..	10	522	505	369	3	171	138	86	..	..	..	..	52	2,516	2,322	1,776
For Girls .. Lower „ ..	25	1,129	1,107	838	172	4,422	4,297	2,920	..	..	..	..	3,706	79,258	73,880	59,533
Total Primary Schools for Girls	35	1,651	1,612	1,207	175	4,593	4,435	3,006	..	..	..	..	3,758	81,774	76,202	61,309
Grand total Primary Schools for Boys and Girls.	117	4,238	4,003	3,156	3,922	169,199	160,148	117,023	..	...	..	..	14,984	500,216	464,910	382,102
Schools for Special Instructions.																
School Education, Special. — Training Schools— (a) For Masters	51	1,155	1,073	934	..	..	..	..	..	..	..	..	2	121	118	86
(b) For Mistresses	1	26	20	18	..	..	..	..	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	2	314	308	246	..	..	..	..	..	..	..	..	..	..	..	..
Engineering or Surveying Schools	2	325	371	339	..	..	..	..	..	..	..	..	..	..	..	..
Industrial Schools for Boys ..	8	127	123	101	6	494	462	382	..	..	..	..	2	40	35	30
Industrial Schools for Girls ..	..	..	..	..	..	..	..	..	..	..	..	..	1	20	20	15
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools — Madrassas ..	3	1,543	1,479	1,265	..	..	..	..	..	..	..	..	121	8,564	8,062	6,316
Other Schools — Miscellaneous Schools (Tols.)	..	..	..	..	..	..	..	..	..	..	..	..	132	2,724	2,613	2,093
Total ..	67	3,490	3,374	2,903	6	494	462	382	..	..	..	..	258	11,469	10,848	8,540
Total of Colleges and Schools of Public Instruction.	254	22,284	20,646	17,069	3,999	177,237	167,718	123,083	..	..	..	..	15,992	592,154	548,965	450,084

Private Institutions ..	1. Advanced, teaching— (a) Arabic or Persian		
	(b) Sanskrit		
	2. Elementary, teaching a Vernacular only or mainly	For boys	
		„ girls	
	3. Elementary, teaching the Quran	For boys	
		„ girls	
	4. Other schools, not conforming to Departmental standards ..	For boys	
		„ girls	
		Total ..	
		Grand Total for 1910-1911 ..	

RAL TABLE III.

Eastern Bengal and Assam for the official year 1910-1911.

management.																					
Unaided.						Number of Scholars on the 31st March learning—										Classification of scholars on 31st of March according to race or creed.					
						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24(a)	24(b)	24	25(a)	25(b)	25	26(a)	26(b)	26	27	28	29	30	31	32	33	34
2	228	231	168	10	2,418	2,352	..	2,352	1,566	..	1,566	2,352	..	2,352	..	..	2,108	287	..	1	22	
..	..	..	..	1	24	24	..	24	..	..	..	..	..	..	..	..	17	7	..	..	..	
..	..	..	..	3	118	118	..	118	..	..	..	..	..	..	..	..	110	8	..	..	..	
2	228	231	168	14	2,560	2,494	..	2,494	1,566	..	1,566	2,352	..	2,352	..	...	2,235	302	..	1	22	
130	35,530	31,955	26,281	217	64,346	62,169	1	62,170	28,975	...	28,975	64,263	1	64,264	1	..	46,538	17,135	8	153	512	
215	22,331	20,010	16,030	663	71,615	44,388	132	44,520	4,790	21	4,811	71,058	145	71,203	216	..	38,718	30,996	246	885	770	
24	1,864	1,649	1,337	347	22,038	1,157	1	1,158	135	..	135	21,982	56	22,038	56	..	12,683	8,727	..	23	605	
369	59,725	53,614	43,648	1,227	157,999	107,714	134	107,848	33,900	21	33,921	157,303	292	157,595	273	..	97,939	56,858	254	1,061	1,887	
..	..	..	..	3	479	..	249	249	..	59	59	2	477	479	..	2	423	41	..	14	1	
3	265	249	188	8	800	29	394	423	9	30	39	33	620	653	..	48	403	3	141	223	31	
1	53	47	33	13	1,002	2	28	30	..	..	..	44	958	1,002	..	44	808	46	..	140	8	
3	318	296	221	24	2,281	31	671	702	9	89	98	79	2,055	2,134	..	94	1,634	90	141	376	40	
372	60,043	53,910	43,869	1,251	160,280	107,745	805	108,550	33,909	110	34,019	157,382	2,257	159,639	273	94	99,573	56,948	395	1,437	1,927	
74	3,725	3,379	2,759	1,933	102,167	294	21	315	3,087	31	3,118	100,332	1,775	102,167	1,775	..	48,321	51,317	47	814	1,668	
2,163	64,412	57,343	47,417	15,359	551,605	265	67	332	60,645	5,823	66,468	521,005	30,542	551,547	36,559	..	206,202	314,269	175	8,658	22,281	
2,237	68,137	60,722	50,176	17,292	653,772	559	68	647	63,732	5,854	69,586	621,397	32,317	653,714	32,325	..	254,523	365,606	222	9,472	23,949	
3	168	155	120	68	3,377	..	31	31	..	79	79	91	3,286	3,377	..	91	2,517	587	..	271	2	
556	10,694	9,590	7,849	4,459	95,503	..	20	20	526	12,530	13,056	2,385	93,097	95,482	..	2,387	44,015	49,147	74	1,399	868	
559	10,862	9,745	7,969	4,527	98,880	..	51	51	526	12,609	13,135	2,476	96,383	98,859	..	2,478	46,532	49,734	74	1,670	870	
2,796	78,999	70,467	58,145	21,819	752,652	559	139	698	64,258	18,463	82,721	623,873	128,700	752,573	32,325	2,478	301,055	415,340	296	11,142	24,819	
..	..	..	..	53	1,276	99	3	102	..	..	..	1,233	14	1,247	14	..	551	534	1	53	137	
..	..	..	..	1	26	..	3	3	..	..	..	..	26	26	..	..	26	..	..	..	..	
3	70	62	49	3	70	70	..	70	..	..	..	..	..	..	..	..	68	2	..	..	..	
3	308	288	238	5	622	306	..	306	..	..	..	308	8	316	8	..	541	65	3	4	9	
..	..	..	..	2	325	311	..	311	..	..	..	14	..	14	..	..	306	16	..	..	3	
1	23	23	17	17	684	108	..	108	..	..	..	555	..	555	..	..	474	161	..	41	8	
..	..	..	..	1	20	..	..	..	..	..	..	..	20	20	..	..	18	2	..	...	..	
8	260	258	200	8	260	259	1	260	..	..	..	..	..	..	1	..	204	45	3	3	5	
38	2,697	2,544	2,114	162	12,804	4,452	..	4,452	11,173	54	11,226	8,431	42	8,473	73	..	430	12,317	..	..	57	
187	2,350	2,191	1,804	319	5,074	15	..	15	5,024	13	5,037	360	..	360	13	..	4,907	2	..	..	165	
240	5,708	5,366	4,422	571	21,161	5,620	7	5,627	16,196	67	16,263	10,901	110	11,011	109	..	7,525	13,144	7	101	384	
3,410	144,978	129,974	106,604	23,655	936,853	116,418	951	117,369	115,929	18,640	134,569	794,508	131,067	925,575	32,707	2,572	410,388	485,734	698	12,681	27,132	
	..	..	..	153	5,257	164	..	164	5,048	79	5,127	805	..	805	79	..	5	5,252	..	..	..	
	..	..	..	48	365	..	..	..	365	..	365	..	..	..	..	..	344	..	..	..	21	
	..	..	..	141	3,060	..	..	..	366	10	376	2,903	157	3,060	157	..	914	1,892	..	230	24	
	..	..	..	18	280	..	..	..	...	...	...	14	266	280	..	14	82	198	..	..	..	
	..	..	..	1,507	29,727	..	..	..	25,142	4,581	29,723	727	150	877	4,581	..	5	29,722	..	..	..	
	..	..	..	175	1,928	..	..	..	115	1,813	1,928	..	..	....	..	115	..	1,928	..	..	..	
	..	..	..	215	6,149	1,135	..	1,135	193	..	193	5,973	150	6,123	150	..	1,992	2,385	..	444	1,328	
	..	..	..	23	794	..	70	70	1	61	62	29	765	794	..	29	281	192	..	321	..	
	..	..	..	2,280	47,560	1,299	70	1,369	31,230	6,544	37,774	10,451	1,488	11,939	4,967	158	3,623	41,469	..	995	1,373	
	..	..	..	25,935	984,213	117,717	1,021	118,738	147,159	25,184	172,343	804,959	132,555	937,514	37,674	2,730	414,011	527,303	698	13,676	28,525	

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1911, classified according to Sex, Race, or Creed.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION—									
Arts Colleges—									
English ... Male ...	...	1	661	1,447	287	5	...	17	2,418
Female ...	...	...	...	...	...	...	...	...	...
Oriental ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law ... Male ...	...	...	33	77	8	...	...	...	118
Female ...	...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	6	11	7	...	...	...	24
Female ...	...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Total		1	700	1,535	302	5	...	17	2,560
SCHOOL EDUCATION— GENERAL—									
Secondary Schools—									
For Boys—									
High Schools Male ...	8	153	12,665	33,872	17,135	349	...	163	64,345
Female ...	...	...	...	1	...	...	...	...	1
Middle Schools—									
English ... Male ...	175	796	6,964	31,721	30,974	144	...	625	71,399
Female ...	71	89	8	25	22	...	...	1	216
Vernacular Male ...	...	23	2,026	10,621	8,710	206	...	396	21,982
Female ...	...	...	6	30	17	3	...	...	56
For Girls—									
High Schools Male ...	...		...	2	...	...	...	...	2
Female ...	...	14	62	359	41	...	1	...	477
Middle Schools—									
English ... Male ...	14	21	1	8	...	...	...	4	48
Female ...	127	201	46	348	3	...	...	27	752

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March 1911, *classified according to Sex, Race, or Creed*—continued.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL —*concluded.*									
Secondary Schools—concluded—									
For Girls—*concluded*— Middle Schools—*concluded*—									
Vernacular ... Male ...	...	9	7	26	2	...	...	...	44
Vernacular ... Female ...	...	131	210	565	44	...	...	8	958
Total	395	1,437	21,995	77,578	56,948	702	1	1,224	1,60,280
Primary Schools—									
For Boys ... Male ...	218	6,405	18,930	223,623	349,916	3 347	...	19,008	621,447
For Boys ... Female ...	4	3,067	1,224	10,746	15,690	226	...	1,368	32,325
„ Girls ... Male ...	7	200	104	716	1,392	34	...	25	2,478
„ Girls ... Female ...	67	1,470	7,115	38,597	48,342	446	...	365	96,402
Total	296	11,142	27,373	273,682	415,340	4,053	...	20,766	752,652
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools. Male ...	1	53	98	453	534	9	...	114	1,262
Training Schools. Female ...	...	...	...	26	...	...	...	14	40
Schools of Arts Male ...	...	...	...	...	...	...	...	...	...
Schools of Arts Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	21	47	2	...	...	...	70
Law Schools ... Female ...	...	...	...	...	...	...	...	...	...
Medical Schools Male ...	1	...	147	393	64	2	...	7	614
Medical Schools Female ...	2	4	...	1	1	...	...	...	8
Engineering and Surveying Schools. Male ...	...	...	71	235	16	1	...	2	325
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...		41	116	358	161	...	...	8	684
Industrial Schools. Female ...	...	...	3	15	2	...	...	...	20
Commercial Schools. Male ...	2	3	66	138	45	5	...	...	259
Commercial Schools. Female ...	1	...	...	...	...	...	...	...	1
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Male ...	...	...	42	387	12,245	57	...	...	12,731
Other Schools. Madrasahs Female ...	...	...	...	1	72	...	...	...	73
Other Schools. Miscellaneous (Tols.) Male ...	...	...	3,858	1,036	2	1	...	164	5,061
Other Schools. Miscellaneous (Tols.) Female ...	...	...	2	11	...	...	...	...	13
Total	7	101	4,424	3,101	13,144	75	...	309	21,161
Total of Colleges and Schools of Public Instruction ...	698	12,681	54,492	355,896	485,734	4,835	1	22,316	936,653

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31*st March* 1911, *classified according to Sex, Race, or Creed*—concluded.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS—									
1. Advanced, teaching—									
(*a*) Arabic or Persian. Male ...	...	...	1	4	5,173	...	...	...	5,178
(*a*) Arabic or Persian. Female ...	...	...	...	...	79	...	...	...	79
(*b*) Sanskrit ... Male ...	...	...	264	80	...	...	...	21	365
(*b*) Sanskrit ... Female ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A—Vernacular only or mainly—									
For boys ... Male ...	...	192	71	781	1,835	...	...	24	2,903
For boys ... Female ...	...	88	8	54	57	...	...	...	157
For girls ... Male ...	...	...	...	14	...	...	...	...	14
For girls ... Female ...	...	...	2	66	198	...	...	...	266
3. Elementary teaching— The Quran only—									
For boys ... Male ...	...	...	...	5	25,141	...	...	...	25,146
For boys ... Female ...	...	...	...	...	4,581	...	...	...	4,581
For girls ... Male ...	...	...	...	...	115	...	...	...	115
For girls ... Female ...	...	...	...	...	1,813	...	...	...	1,813
4. Other schools not conforming to Departmental Standards—									
For boys ... Male ...	...	442	231	1,750	2,272	984	...	320	5,999
For boys ... Female ...	...	2	...	11	113	...	...	24	150
For girls ... Male ...	...	...	8	13	13	...	...	...	29
For girls ... Female ...	...	321	79	186	179	...	...	...	765
Total of Private Institutions ...	...	995	659	2,964	41,569	984	...	389	47,560
Grand Total	698	13,676	55,151	358,860	527,303	5,819	1	22,705	984,213

GENERAL TABLE No. IV.

Return of Expenditure on Public Instruction

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges.							
Collegiate Education — Arts Colleges	1,64,311	...	...	83,472	...	10,891	2,58,674
Collegiate Education — Colleges for Professional Training	22,679	...	...	...	...	...	22,679
Collegiate Education — Law College	...	...	...	10,572	...	...	10,572
Total	1,86,990	...	...	94,044	...	10,891	2,91,926
Secondary Schools.							
School Education, General. — For Boys— High Schools — English	1,29,317	...	...	1,77,226	271	1,477	3,08,291
Middle Schools — English	7,474	20	...	3,322	7	...	10,823
Middle Schools — Vernacular	12,113	1,010	...	4,561	351	...	18,035
Total for Secondary Schools for boys	1,48,904	1,030	...	1,85,109	629	1,477	3,37,149
For Girls— High Schools — English	39,510	360	...	2,597	536	...	43,003
Middle Schools — English	11,634	...	...	...	...	...	11,634
Middle Schools — Vernacular	1,702	424	50	94	...	...	2,270
Total for Secondary Schools for girls	52,846	784	50	2,691	536	...	56,907
Total for Secondary Schools both for boys and girls	2,01,750	1,814	50	1,87,800	1,165	1,477	3,94,056
Primary Schools.							
For Boys — Upper Primary	15,088	...	...	1,074	2	15	16,179
For Boys — Lower "	5,277	...	...	152	60	...	5,489
Total for Primary Schools for boys	20,365	...	...	1,226	62	15	21,668
For Girls — Upper Primary	4,279	...	...	70	...	3	4,302
For Girls — Lower "	7,237	903	150	21	564	76	9,001
Total for Primary Schools for girls	11,516	903	150	91	564	79	13,303
Total Primary Schools for boys and girls	31,881	903	150	1,317	626	94	34,971
Schools for Special Instructions.							
Training Schools for— (a) Masters	1,14,566	1,573	...	3,115	5	250	1,19,509
(b) Mistresses	8,442	...	...	82	5	...	8,529
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	53,205	...	...	5,918	...	...	59,123
Engineering and Surveying Schools	49,577	...	...	8,279	...	5,731	63,587
Technical and Industrial Schools for boys	11,321	1,100	...	774	240	3,521	16,956
Technical and Industrial Schools for girls	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrassas	1,320	...	...	27,525	...	18,203	47,048
Other Schools — Miscellaneous Schools, *e.g.* tols	...	...	...	...	...	...	...
Total	2,38,431	2,673	...	45,693	250	27,705	3,14,752
Total of Direct Expenditure	6,59,052	5,390	200	3,28,854	2,041	40,167	10,35,704
INDIRECT EXPENDITURE.							
Buildings	3,89,423	771	14	...	4,500	146	3,94,854
Furniture and apparatus (special grants only)	23,478	50	...	...	...	173	23,701
Total	4,12,901	821	14	...	4,500	319	4,18,555
Scholarships or Stipends held in — University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary "	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
European Cadets	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	4,12,901	821	14	...	4,500	319	4,18,555
Total Expenditure on Public Instruction in 1910-1911	10,71,953	6,211	214	3,28,854	6,541	40,486	14,54,259

TABLE No. IV.

in Eastern Bengal and Assam for the official year 1910-1911.

Public instructions.

Under public management.

Managed by District or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' Revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,012	...	600	8,476	...	...	11,088	...	...	...	...	...	...	...
...	11,171	124	22,471	608	371	34,745	...	...	...	...	...	...	...
...	11,931	...	11,802	1,272	...	25,005	...	...	...	...	...	...	...
2,012	23,102	724	42,749	1,880	371	70,838	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,012	23,102	724	42,749	1,880	371	70,838	...	...	...	...	...	...	...
...	5,059	800	2,974	44	...	8,877	...	...	...	...	...	...	...
3,741	4,28,386	5,532	76,400	9,343	2,492	5,25,894	...	...	...	...	...	...	...
3,741	4,33,445	6,332	79,374	9,387	2,492	5,34,771	...	...	...	...	...	...	...
300	313	1,452	178	...	...	2,243	...	...	...	...	...	...	...
27	17,814	317	42	285	...	18,485	...	...	...	...	...	...	...
327	18,127	1,769	220	285	...	20,728	...	...	...	...	...	...	...
4,068	4,51,572	8,101	79,594	9,672	2,492	5,55,499	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	18,842	495	9,042	100	11,813	42,692	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	18,842	495	9,042	100	11,813	42,692	...	...	...	...	...	...	...
8,480	4,96,516	9,320	1,31,385	11,652	14,676	6,69,029	...	...	...	...	...	...	...
...	1,56,467	2,223	759	11,516	939	1,71,904	...	...	...	...	...	...	...
44	31,670	67	...	3,336	162	35,279	...	...	...	...	...	...	...
44	1,88,137	2,290	759	14,852	1,101	2,07,183	...	...	...	...	...	...	...
...	...	...	...	...	...	...

Return of Expenditure on Public Instruction

Objects of expenditure.	Public instructions—*concld.*						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.							
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education ... Arts Colleges	32,441	...	...	33,874	1,204	4,426	71,945
Colleges for Professional Training	...	...	...	...	...	...	...
Law College	...	...	...	...	...	...	...
Total	32,441	...	...	33,874	1,204	4,426	71,945
SECONDARY SCHOOLS.							
School Education, General. For Boys—High Schools ... English	55,097	981	300	2,72,914	24,998	9,169	3,63,459
Middle Schools ... English	16,056	82,982	2,019	2,42,157	76,268	13,301	4,32,783
Middle Schools ... Vernacular	29,125	19,687	...	53,698	14,935	1,793	1,19,238
Total for Secondary Schools for boys	1,00,278	1,03,650	2,319	5,68,769	1,16,201	24,263	9,15,480
For Girls—High Schools ... English	...	...	...	...	...	...	...
Middle Schools ... English	3,992	...	720	992	1,667	943	8,314
Middle Schools ... Vernacular	2,281	2,669	1,860	684	3,262	869	11,625
Total for Secondary Schools for girls	6,273	2,669	2,580	1,676	4,929	1,812	19,939
Total Secondary Schools both for boys and girls	1,06,551	1,06,319	4,899	5,70,445	1,21,130	26,075	9,35,419
PRIMARY SCHOOLS							
For Boys ... Upper Primary	13,314	1,00,039	3,195	1,90,071	26,494	5,077	3,38,190
For Boys ... Lower ,,	44,309	2,04,478	9,470	4,41,428	62,150	71,636	8,33,471
Total for Primary Schools for boys	57,623	3,04,517	12,665	6,31,499	88,644	76,713	11,71,661
For Girls ... Upper Primary	4,903	1,904	2,736	1,498	6,642	5,602	23,285
For Girls ... Lower ,,	12,557	1,00,502	5,113	2,901	10,072	2,537	1,33,682
Total for Primary Schools for girls	17,460	1,02,406	7,840	4,399	16,714	8,139	1,56,967
Total for Primary Schools for boys and girls	75,083	4,06,923	20,514	6,35,898	1,05,358	84,852	13,28,628
SCHOOLS FOR SPECIAL INSTRUCTIONS.							
Training Schools for—(a) Masters	2,304	...	...	...	932	461	3,697
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools for boys	585	360	180	250	...	...	...
Technical and Industrial Schools for girls	300	...	...	...	...	1,276	2,651
Commercial Schools	...	...	...	...	...	...	300
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... Madrassas	6,717	8,121	526	24,616	16,914	2,966	59,860
Other Schools ... Miscellaneous Schools, *e.g.* Tols	7,107	7,703	1,437	...	6,695	7,632	30,574
Total	17,013	16,184	2,143	24,866	24,541	12,335	97,082
Total of Direct Expenditure	2,31,088	5,29,426	27,556	12,65,083	2,52,233	127,688	24,33,074
INDIRECT EXPENDITURE.							
Buildings	1,38,153	11,857	2,158	11,011	60,187	63,023	2,86,389
Furniture and apparatus (special grants only)	7,502	4,599	817	624	16,574	5,916	36,032
Total	1,45,655	16,456	2,975	11,635	76,761	68,939	3,22,421
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in Arts Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in Professional Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in Secondary Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in Primary ,,	...	...	...	...	...	...	...
Scholarships or Stipends held in Medical Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in Other Special Schools	...	...	...	...	...	...	...
Total Charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
European cadets	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	1,45,655	16,456	2,975	11,635	76,761	68,939	3,22,421
Total Expenditure on Public Instruction in 1910-1911	37,6,743	5,45,882	30,531	12,76,718	3,28,994	1,96,627	27,55,495

TABLE IV—*concld.*

in Eastern Bengal and Assam for the official year 1910-1911—concld.

management.				Total expenditure from								
Unaided.								All other sources.				
Fees, including fees paid from Mohsi Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Public.		Grand total.	Remarks.
									Native States Revenues.	Imperial contributions.		
30	31	32	33	34	35	36	37	38	39	39a	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
9,618	1,503	8,628	19,749	1,96,752	...	...	1,26,964	26,652	...	...	3,50,368	
...	...	...	...	22,679	...	...	...	...	...	...	22,679	
...	...	...	...	...	...	...	10,572	...	...	...	10,572	
9,618	1,503	8,628	19,749	2,19,431	...	...	1,37,536	26,652	...	...	3,83,619	
4,07,316	73,461	24,097	5,94,874	1,86,426	981	900	9,55,932	1,32,273	1,200	...	12,77,712	
92,433	54,499	14,495	1,61,427	25,530	94,173	2,143	3,60,383	1,58,772	777	...	6,39,778	
6,712	1,839	226	8,777	41,233	32,628	...	76,773	20,416	...	...	1,71,055	
5,96,461	1,29,799	38,818	7,65,078	2,51,194	1,27,782	3,043	13,93,088	3,11,461	1,977	...	20,88,545	
...	...	...	...	39,510	360	...	2,597	536	...	...	43,003	
3,172	...	1,980	5,152	15,626	...	720	4,164	4,590	...	...	25,100	
...	520	...	520	3,983	3,093	1,910	778	4,490	161	...	14,415	
3,172	520	1,980	5,672	59,119	3,453	2,630	7,539	9,616	161	...	82,518	
5,99,633	1,30,319	40,798	7,70,750	3,10,313	1,31,235	5,673	14,00,627	3,21,077	2,138	...	21,71,063	
6,551	2,953	4,138	13,642	28,402	1,05,098	3,995	2,00,670	38,237	486	...	3,76,888	
66,375	15,038	8,256	89,669	53,327	6,32,864	15,002	5,84,355	1,67,749	1,226	...	14,54,523	
72,926	17,991	12,394	1,03,311	81,729	7,37,962	18,997	7,85,025	2,05,986	1,712	...	18,31,411	
...	656	...	656	9,432	2,217	4,188	1,746	12,903	...	...	30,486	
630	2,017	925	3,572	19,871	1,19,219	5,580	3,594	16,332	144	...	1,64,740	
630	2,673	925	4,228	29,303	1,21,436	9,768	5,340	29,235	144	...	1,95,226	
73,556	20,664	13,319	1,07,539	1,11,032	8,59,398	28,765	7,90,365	2,35,221	1,856	...	20,26,637	
...	...	...	...	1,16,870	1,573	...	3,115	1,648	...	...	1,23,206	
...	...	...	...	8,442	...	...	82	5	...	...	8,529	
...	...	...	...	...	...	...	...	...	...	...	...	
4,406	...	...	4,406	...	...	...	4,406	...	...	...	4,406	
4,610	...	...	4,610	53,205	...	...	10,528	...	...	...	68,733	
...	...	...	...	49,577	...	...	8,279	5,731	...	...	63,587	
676	...	...	676	14,306	20,302	675	10,742	16,950	...	...	62,975	
...	...	...	...	300	...	...	...	...	...	...	300	
11,295	...	458	11,753	...	...	...	11,295	458	...	...	11,753	
...	...	...	...	...	...	...	...	...	...	...	...	
8,829	5,819	376	15,024	8,037	8,121	526	60,970	44,278	...	...	1,21,932	
141	1,259	7,011	8,411	7,107	7,703	1,437	141	22,597	...	...	38,985	
29,957	7,078	7,845	44,880	2,57,844	37,699	2,638	1,09,558	91,667	...	...	4,99,406	
7,12,764	1, 9,564	70,590	9,42,918	8,98,620	10,28,332	37,076	24,38,086	6,74,617	3,904	...	50,80,725	
...	5,293	(a) & (b) 96,307	1,01,600	5,28,376(a)	1,69,355(b)	4,395	11,770	2,40,851	...	...	9,54,747	
853	1,239	9,227(c)	11,319	31,462(c)	36,319	884	1,477	36,189	...	...	1,06,331	
853	6,532	1,05,534	1,12,919	5,59,838	2,05,674	5,279	13,247	2,77,040	...	...	10,61,078	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,07,415	...	...	...	...	...	...	1,07,415	
...	...	...	...	4,42,628	28,799	1,016	...	...	...	...	4,72,443	
...	...	...	...	32,907	...	...	620	1,719	182	...	35,428	
...	...	...	...	352	1,233	...	...	...	...	...	1,585	
...	...	...	...	34,361	21,777	944	709	3,490	52	...	61,243	
...	...	...	...	573	6,777	153	...	1,518	...	...	9,021	
...	...	...	...	10,214	120	...	...	411	...	...	10,745	
...	...	...	...	7,797	3,882	...	...	292	...	...	11,971	
...	...	...	...	4,097	1,331	6	...	1,720	...	...	7,154	
...	...	...	...	90,301	35,120	1,103	1,329	9,060	234	...	1,37,147	
...	...	...	...	45,723	1,708	232	2,06,693	63,298	60	...	3,17,804	
...	...	...	...	1,765	9,564	102	572	870	...	...	12,873	
...	...	...	...	1,281	1,657	...	376	...	...	...	3,314	
...	...	...	...	...	...	60	...	...	...	...	60	
...	...	...	...	...	...	24	...	...	...	...	24	
...	...	...	...	264	...	...	...	...	...	...	264	
...	...	...	...	428	...	519	4,701	1,162	...	...	6,810	
...	...	...	...	57,076	26,521	1,975	2,028	17,703	...	...	1,05,303	
...	...	...	...	1,06,537	39,564	2,888	2,14,370	83,033	60	...	4,46,452	
853	6,532	1,05,534	1,12,919	13,06,719	3,09,157	10,286	2,28,946	3,60,133	294	...	22,24,535	
7,13,617	1,66,096	1,76,124	10,55,837	22,05,339	13,37,489	47,362	26,67,032	10,43,750	4,288	...	73,05,260	

(*a*) Includes Rs. 800 paid from Provincial Revenues to unaided schools.
(*b*) ,, Rs. 260 ,, ,, Local Funds
(*c*) ,, Rs. 438 ,, ,, Provincial Revenues

Return of the Stages of Instruction of Pupils in Public Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular.*)								
Government ... English	35	10,744	4,718	...	4,718	2,302	...	2,302
Government ... Vernacular	19	1,487	...	...	...	236	...	236
District or Local Fund ... English	25	3,187	...	...	...	563	...	563
District or Local Fund ... Vernacular	43	3,191	...	...	...	338	...	338
Municipal ... English	3	1,166	307	...	307	364	...	364
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	472	63,003	7,229	1	7,230	13,999	25	14,024
Aided ... Vernacular	261	15,496	...	...	...	1,982	1	1,983
Unaided ... English	345	57,861	12,351	...	12,351	13,309	6	13,315
Unaided ... Vernacular	24	1,864	...	...	...	217	...	217
Total ...	1,227	157,999	24,605	1	24,606	33,310	32	33,342
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)								
Government ... English	6	714	...	60	60	...	88	88
Government ... Vernacular	2	213	...	...	...	...	8	8
District or Local Fund ... English	...	...	...	...	...	...	...	...
District or Local Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	3	300	...	...	...	...	21	21
Aided ... Vernacular	10	736	...	...	...	...	24	24
Unaided ... English	2	265	...	13	13	...	25	25
Unaided ... Vernacular	1	53	...	...	...	...	1	1
Total ...	24	2,281	...	73	73	...	167	167
Total Secondary Schools for boys and girls	1,251	160,280	24,605	74	24,679	33,310	199	33,509
Total Primary Schools from General Table V(B)	21,819	752,652	...	...	...	24	29	53
Grand total for 1910-1911 ...	23,070	912,932	24,605	74	24,679	33,334	228	33,562

TABLE V(A).

Education in Eastern Bengal and Assam at the end of the year 1910-1911.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,861	...	1,861	1,850	...	1,850	13	...	13	10,744	...	10,744
329	...	329	748	2	750	172	...	172	1,485	2	1,487
1,212	...	1,212	1,317	6	1,323	89	...	89	3,181	6	3,187
657	..	657	1,688	1	1,689	505	2	507	3,188	3	3,191
240	...	240	255	...	255	...	...	...	1,166	...	1,166
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17,329	38	17,367	22,907	67	22,974	1,396	12	1,408	62,860	143	63,003
3,396	5	3,401	7,979	19	7,998	2,106	8	2,114	15,463	33	15,496
13,546	11	13,557	17,191	19	17,210	1,396	32	1,428	57,793	68	57,861
463	1	464	887	2	889	279	15	294	1,846	18	1,864
39,033	55	39,088	54,822	116	54,938	5,956	69	6,025	157,726	273	157,999
7	142	149	4	350	354	...	63	63	11	703	714
...	20	20	...	123	123	...	62	62	...	213	213
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	39	39	9	228	237	2	1	3	11	289	300
1	75	76	32	447	479	11	146	157	44	692	736
2	43	45	11	87	98	15	69	84	28	237	265
...	5	5	...	40	40	...	7	7	...	53	53
10	324	334	56	1,275	1,331	28	348	376	94	2,187	2,281
39,043	379	39,422	54,878	1,391	56,269	5,984	417	6,401	157,820	2,460	160,280
14,966	408	15,374	392,574	52,209	444,783	216,361	76,081	292,442	623,925	128,727	752,652
54,009	787	54,796	447,452	53,600	501,052	222,345	76,498	298,843	781,745	131,187	912,932

Return of the stages of Instruction of Pupils in Public Schools for Primary Educa-

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.								
For Boys.								
Upper Primary. Government	37	1,590	...	...	...	...	...	...
Upper Primary. District or Local Fund	28	1,429	...	...	...	...	...	...
Upper Primary. Municipal	2	144	...	...	...	...	...	...
Upper Primary. Native States	...	...	...	...	...	...	...	...
Upper Primary. Aided	1,792	95,279	...	...	...	24	...	24
Upper Primary. Unaided	74	3,725	...	...	...	...	...	...
Lower Primary. Government	45	997	...	...	...	...	...	...
Lower Primary. District or Local Fund	3,697	161,331	...	...	...	...	...	...
Lower Primary. Municipal	20	1,702	...	...	...	...	...	...
Lower Primary. Native States	...	...	...	...	...	...	...	...
Lower Primary. Aided	9,434	323,163	...	...	...	...	...	...
Lower Primary. Unaided	2,163	64,412	...	...	...	...	...	...
Total	17,292	653,772	...	...	...	24	...	24
For Girls.								
Upper Primary. Government	10	522	...	...	...	...	7	7
Upper Primary. District or Local Fund	2	88	...	...	...	...	2	2
Upper Primary. Municipal	1	83	...	...	...	...	...	...
Upper Primary. Native States	...	...	...	...	...	...	...	...
Upper Primary. Aided	52	2,516	...	...	...	...	11	11
Upper Primary. Unaided	3	168	...	...	...	...	...	...
Lower Primary. Government	25	1,129	...	...	...	...	1	1
Lower Primary. District or Local Fund	171	4,376	...	...	...	...	3	3
Lower Primary. Municipal	1	46	...	...	...	...	...	...
Lower Primary. Native States	...	...	...	...	...	...	...	...
Lower Primary. Aided	3,706	79,258	...	...	...	...	1	1
Lower Primary. Unaided	556	10,694	...	...	...	...	4	4
Total	4,527	98,880	...	...	...	...	29	29
Total Primary Schools	21,819	752,652	...	...	...	24	29	53
Grand total	23,070	912,932	24,605	74	24,679	33,334	228	33,562

TABLE V(B).

tion in Eastern Bengal and Assam at the end of the year 1910-1911.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
174	...	174	1,103	...	1,103	313	...	313	1,590	...	1,590
345	1	346	798	6	804	270	9	279	1,413	16	1,429
17	...	17	88	...	88	39	...	39	144	...	144
...	...	...	...	...	...	...	...	...	...	...	...
13,710	24	13,734	56,088	599	56,687	23,804	1,030	24,834	93,626	1,653	95,279
643	5	648	2,039	47	2,086	937	54	991	3,619	106	3,725
...	...	...	894	33	927	58	12	70	952	45	997
46	8	54	99,161	2,921	102,082	54,152	5,043	59,195	153,359	7,972	161,331
...	...	...	1,195	...	1,195	505	2	507	1,700	2	1,702
...	...	...	...	...	...	...	...	...	...	...	...
31	6	37	195,164	5,912	201,076	108,955	13,095	122,050	304,150	19,013	323,163
...	...	...	34,984	804	35,788	25,910	2,714	28,624	60,894	3,518	64,412
14,966	44	15,010	391,514	10,322	401,836	214,943	21,959	236,902	621,447	32,325	653,772
...	28	28	...	333	333	...	154	154	...	522	522
...	4	4	...	47	47	...	35	35	...	88	88
...	7	7	...	52	52	...	24	24	...	83	83
...	...	...	...	...	...	...	...	...	...	...	...
...	138	138	44	1,358	1,402	29	936	965	73	2,443	2,516
...	13	13	9	79	88	9	58	67	18	150	168
...	18	18	...	628	628	...	482	482	...	1,129	1,139
...	13	13	104	1,557	1,661	144	2,555	2,699	248	4,128	4,376
...	...	...	...	24	24	...	22	22	...	46	46
...	...	...	...	...	...	...	...	...	...	...	...
...	137	137	758	34,591	35,349	1,024	42,747	43,771	1,782	77,476	79,258
...	6	6	145	3,218	3,363	212	7,109	7,321	357	10,337	10,694
...	364	364	1,060	41,887	42,947	1,418	54,122	55,540	2,478	96,402	98,880
14,966	408	15,374	392,574	52,209	444,783	216,361	76,081	292,442	623,925	128,727	752,652
54,009	787	54,796	447,452	53,600	501,052	222,345	76,498	298,843	781,745	131,187	912,932

EDUCATION—GENERAL

Return showing the results of prescribed examinations

Description of examinations and the class of schools competing for them.	Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9
RESULT AT THE—								
M. A. Examination ... Government College ...	*Nil*	...	...	...	...	...	...	...
M. A. Examination ... Aided „ ...								
M. A. Examination ... Other „ ...								
M. A. Examination ... Total ...	...	...	...	...	...	...	...	...
M. Sc. Examination ... Government College ...	*Nil*	...	...	...	...	...	...	...
M. Sc. Examination ... Aided „ ...								
M. Sc. Examination ... Other „ ...								
M. Sc. Examination ... Total ...	...	...	...	...	...	...	...	...
B. A. Examination ... Government College ...	3	...	3	...	114	...	73	...
B. A. Examination ... Aided „ ...	1	...	1	...	34	...	17	...
B. A. Examination ... Other „ ...	1	...	1	...	5	...	1	...
B. A. Examination ... Total ...	5	...	5	...	153	...	91	...
B. Sc. Examination ... Government College ...	2	...	2	...	31	...	17	...
B. Sc. Examination ... Aided „ ...	...	...	...	...	...	...	...	...
B. Sc. Examination ... Other „ ...	...	...	...	...	...	...	...	...
B. Sc. Examination ... Total ...	2	...	2	...	31	...	17	...
Intermediate Examination in Arts ... Government College ...	4	...	4	...	336	...	212	...
Intermediate Examination in Arts ... Aided „ ...	4	...	4	...	439	...	201	...
Intermediate Examination in Arts ... Other „ ...	2	...	2	...	120	...	66	...
Intermediate Examination in Arts ... Total ...	10	...	10	...	895	...	479	...
Intermediate Examination in Science. ... Government College ...	4	...	4	...	104	...	76	...
Intermediate Examination in Science. ... Aided „ ...	1	...	1	...	40	...	15	...
Intermediate Examination in Science. ... Other „ ...	...	...	...	...	...	...	...	...
Intermediate Examination in Science. ... Total ...	5	...	5	...	144	...	91	...
B. L. Examination ... Government College ...	1	...	1	...	Final + preliminary. 52+83 =135	...	Final + preliminary. 13+42 =55	...
B. L. Examination ... Aided „ ...	...	...	...	...				
B. L. Examination ... Other „ ...	...	...	...	...	...	...	...	...
B. L. Examination ... Total ...	1	...	1	...	Final + preliminary. 52+83 =135	...	Final + preliminary. 13+42 =55	...
Bachelor of Teaching Examination... Government College ...	1	...	1	...	10	...	8	...
Licentiate in Teaching Examination... Ditto ...	...	...	...	...	...	...	...	...
Matriculation Examination. Of High Schools, Madrasahs and other special schools. Government Schools ...	32	2	32	2	564	5	444	5
Matriculation Examination. Of High Schools, Madrasahs and other special schools. Aided „ ...	53	...	53	...	551	...	391	...
Matriculation Examination. Of High Schools, Madrasahs and other special schools. Other „ ...	114	...	108	...	987	...	630	...
Matriculation Examination. Of High Schools, Madrasahs and other special schools. Total ...	199	2	193	2	2,102	5	1,465	5
High School Honour Examination. Of European schools ... Government ...	...	...	...	...	...	...	...	...
High School Honour Examination. Of European schools ... Aided ...	...	...	...	...	...	...	...	...
High School Honour Examination. Of European schools ... Other	...	...	...	...	...	...	...	...
High School Honour Examination. Total	...	...	...	...	...	...	...	...

TABLE VI.

in Eastern Bengal and Assam during the year 1910-1911.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31	...	32	...	10	...	...	...	...	...	...	...
...	...	...	...	7	...	10	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
...	...	...	...	38	...	43	...	10	...	...	...	...	...	...	...
...	...	...	...	1	...	16	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	16	...	...	...	...	...	...	...	...	...
...	...	1	...	53	...	117	...	38	...	...	...	...	...	3	...
...	...	...	...	62	...	125	...	14	...	...	...	...	...	...	...
...	...	...	...	23	...	40	...	3	...	...	...	...	...	...	...
...	...	1	...	138	...	282	...	55	...	...	...	...	...	3	...
...	...	...	...	24	...	48	...	4	...	...	...	...	...	...	...
...	...	...	...	4	...	11	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	28	...	59	...	4	...	...	...	...	...	...	...
...	...	...	...	Final + preliminary. 3+7=10	...	Final + preliminary. 10+34=44	...	Final + preliminary. 0+1=1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	Final + preliminary. 3+7=10	...	Final + preliminary. 10+34=44	...	Final + preliminary. 0+1=1	...	...	...	...	...	...	...
...	...	...	...	2	...	4	...	2	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	115	1	234	4	86	...	3	...	...	...	3	...
...	...	1	...	108	...	247	...	35	...	...	...	...	...	...	...
...	...	...	...	218	...	366	...	41	...	4	...	...	...	1	...
...	...	4	...	441	1	847	4	162	...	7	...	...	...	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the results of prescribed examinations

Description of examinations and the class of schools competing for them.		Number of competing schools for		Number of successful schools for.		Number of examinees.		Number passed.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6	7	8	9
High School examination — Of European schools	Government	...	...	...	...	...	...	...	...
	Aided	...	...	...	...	...	...	...	...
	Other	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Annual examination in standard VI or Middle School examination.	Government schools	95	3	95	2	1,157	8	771	5
	Aided „	653	10	621	8	4,731	19	3,928	17
	Other „	283	1	270	1	3,832	9	2,656	5
Annual examination in standard IV or Upper Primary examination of — Schools other than Upper Primary.	Government	71	8	69	8	1,148	37	804	26
	Aided	621	13	602	13	8,558	35	5,980	34
	Other	306	3	305	3	6,207	18	4,742	8
	Total	998	24	976	24	15,913	90	11,616	68
Upper Primary schools	Government	48	5	42	5	161	7	100	7
	Aided	1,372	20	1,253	20	4,251	41	3,108	38
	Other	86	1	82	1	399	1	261	1
	Total	1,506	26	1,377	26	4,811	49	3,469	46
Grand total for Upper Primary Examination of—	Government schools	119	13	111	13	1,309	44	994	33
	Aided „	1,993	33	1,855	33	12,809	76	9,088	72
	Other „	392	4	387	4	6,606	19	5,003	9
Annual examination in standard II or Lower Primary examination of — Schools other than Lower Primary.	Government	114	16	110	15	1,092	87	820	63
	Aided	2,230	45	2,165	45	16,346	153	12,025	129
	Other	346	5	344	5	6,042	48	4,689	24
	Total	2,690	66	2,619	65	23,480	288	17,534	216
Lower Primary schools	Government	2,760	53	2,278	33	9,960	125	5,886	108
	Aided	5,160	452	4,624	381	15,628	803	10,814	623
	Other	362	4	286	4	1,108	9	777	7
	Total	8,282	509	7,188	418	26,696	937	17,477	738
Grand total for Lower Primary examination of—	Government schools	2,874	69	2,388	43	11,052	212	6,706	171
	Aided „	7,390	497	6,789	426	31,974	956	22,839	752
	Other „	708	9	630	9	7,150	57	5,466	31
PRIVATE CANDIDATES AT THE— (1) Matriculation Examination		...	...	...	...	10	...	5	...
(2) High School Honour Examination for Europeans		...	...	...	...	...	...	...	...
(3) High School Examination ditto		...	...	...	...	...	...	...	...

Further details of the Matriculation of boys' schools for 1910-1911.

Description of schools for boys competing for the examination.	Number passed in				Remarks.
	1st Division.	2nd Division.	3rd Division.	Total.	
1	2	2	4	5	6
Government schools	284	146	14	444	
Aided „	232	145	14	391	
Unaided „	319	280	31	630	
Total	835	571	59	1,465	

TABLE VI—*concld.*

in Eastern Bengal and Assam during the year 1910-1911.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	...	159	...	336	5	263	...	...	...	...	...	10	...
...	...	14	2	516	9	1,610	6	1,175	...	5	...	...	...	8	...
...	...	5	5	619	...	1,339	...	693	...	...	...	...	...	...	...
...	...	1	...	138	7	380	16	368	3	5	...	...	...	2	...
...	...	7	8	787	4	2,673	14	2,486	7	23	1	...	...	4	...
2	...	11	7	902	...	2,487	1	1,337	...	...	...	...	...	3	...
2	...	19	15	1,827	11	5,540	31	4,191	10	28	1	...	...	9	...
...	...	...	...	5	1	51	4	39	2	4	...	...	...	1	...
1	...	14	1	248	8	1,272	24	1,533	5	22	...	...	...	18	...
...	...	13	...	11	...	106	1	129	...	...	...	...	...	2	...
1	...	27	1	264	9	1,429	29	1,701	7	26	...	...	...	21	...
...	...	1	...	143	8	431	20	407	5	9	...	...	...	3	...
1	...	21	9	1,035	12	3,945	38	4,019	12	45	1	...	...	22	...
2	...	24	7	913	...	2,593	2	1,466	...	...	...	...	...	5	...
...	...	...	1	98	10	364	51	351	1	2	...	...	...	5	...
3	...	14	16	1,086	19	5,232	77	5,605	17	57	...	...	...	28	...
...	...	30	10	711	1	2,301	12	1,647	...	...	...	...	...	...	1
3	...	44	27	1,895	30	7,897	140	7,693	18	59	...	...	...	33	1
...	...	7	...	391	12	2,730	66	2,572	29	3	...	...	...	183	1
...	2	55	11	427	65	3,777	303	6,456	241	43	...	...	...	56	1
...	...	12	3	45	1	365	...	351	3	...	...	...	...	4	...
...	2	74	14	863	78	6,872	369	9,379	273	46	...	...	...	243	2
...	...	7	1	489	22	3,994	117	2,923	30	5	...	...	...	188	1
3	2	69	27	1,513	84	9,009	380	12,061	258	100	...	...	...	84	1
...	...	42	13	756	2	2,666	12	1,998	3	...	...	...	...	4	1
...	...	...	...	...	...	4	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statement showing the award of scholarships in standards VI, IV and II for the year 1910-1911.

Names of scholarships.	Number of centres at which the final selection of scholars was made.	Number of candidates examined in these centres.	Total number of scholarships awarded.	Caste and creed of the pupils to whom scholarships were awarded.						Number of pupils of the poorer classes to whom scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in standard VI.	33	420	169	...	7	59	28	70	5	16	12	...	...
(2) Scholarships in standard IV.	67	493	179	1	7	68	19	81	3	14	10	2	3
(3) Scholarships in standard II.	396	2,079	717	...	21	286	50	329	31	33	86	1	11

Return showing the Distribution of District or Local Board and Municipal Expenditure

Objects of Expenditure.	Expenditure by District or Local Boards on Public										
	In institutions managed by District or Local Boards.										
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District or Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure. — **School Education, General.** — SECONDARY SCHOOLS.											
For boys— High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	25	3,187	3,043	2,379	...	11,171	...	18,315	608	371	30,463
Middle Schools Vernacular	43	3,191	2,992	2,385	...	11,931	...	11,802	1,272	...	25,005
For girls— High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools	68	6,378	6,035	4,764	...	23,102	...	30,115	1,880	371	55,468
PRIMARY SCHOOLS.											
For boys ... Upper Primary	28	1,429	1,402	1,108	...	5,059	...	2,597	44	...	7,700
For boys ... Lower "	3,697	161,331	152,549	111,570	3,701	4,28,386	149	74,246	9,318	2,492	5,18,292
Total Primary Schools for boys	3,725	162,760	153,951	112,678	3,701	4,33,445	149	76,843	9,362	2,492	5,25,992
For girls ... Upper Primary	2	88	57	39	300	313	166	...	...	...	779
For girls ... Lower "	171	4,376	4,248	2,891	27	17,814	50	42	285	...	18,218
Total Primary Schools for girls	173	4,464	4,305	2,930	327	18,127	216	42	285	...	18,997
Grand Total Primary Schools for boys and girls	3,898	167,224	158,256	115,608	4,028	4,51,572	365	76,885	9,647	2,492	5,44,989
School education, special. — SCHOOLS FOR SPECIAL INSTRUCTIONS.											
Training Schools—											
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	6	494	462	382	2,400	18,842	495	9,042	100	11,813	42,692
Other Schools ... Madrasahs	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools—Tols	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	494	462	382	2,400	18,842	495	9,042	100	11,813	42,692
Indirect expenditure. — *Buildings*	...	...	...	...	...	1,56,467	...	...	11,516	936	1,68,922
Furniture and apparatus (special grants only)	...	...	...	...	44	31,670	...	...	3,336	162	35,212
Total	...	...	...	...	44	1,88,137	...	...	14,852	1,101	2,04,134
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary "	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical "	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Grand total for 1910-1911	3,972	174,096	164,753	120,754	6,472	6,81,653	860	1,16,042	26,479	15,777	8,47,283

RAL TABLE VII.

on Public Instruction in Eastern Bengal and Assam for the year 1910-1911.

Instruction.				Expenditure by Municipal Boards on Public Instruction.															
In institutions managed by			Total District or Local Fund expenditure on Public Instruction.	In institutions managed by Municipal Boards.											In institutions managed by			Total Municipal expenditure on Public Instruction.	Total expenditure of District or Local and Municipal Boards on Public Instruction.
Government.	Municipal Boards.	Private persons or associations.		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District or Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or associations.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	981	981	1	587	523	452	2,012	600	...	8,476	...	...	11,088	...	...	300	900	1,881
20	...	82,982	94,173	2	579	550	462	...	124	...	4,158	...	...	4,282	...	...	2,019	2,143	96,316
1,010	...	19,687	32,628	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,628
360	...	...	360	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	720	720	720
424	...	2,669	3,093	...	...	...	...	...	...	...	...	...	...	...	50	...	1,860	1,910	5,003
1,814	...	1,06,319	1,31,235	3	1,166	1,073	914	2,012	724	...	12,634	...	...	15,370	50	...	4,899	5,673	1,36,908
...	...	1,00,039	1,05,098	2	144	146	118	...	800	...	377	...	...	1,177	...	...	3,195	3,995	1,09,093
...	...	2,04,478	6,32,864	20	1,702	1,616	1,221	40	5,383	...	2,154	25	...	7,602	...	140	9,470	15,002	6,47,866
..	...	3,04,517	7,37,962	22	1,846	1,762	1,339	40	6,183	...	2,531	25	...	8,779	...	149	12,665	18,907	7,56,959
...	...	1,904	2,217	1	83	81	47	...	1,286	...	178	...	...	1,464	...	166	2,736	4,188	6,405
903	...	1,00,502	1,19,219	1	46	49	29	...	267	...	...	...	...	267	150	50	5,113	5,580	1,24,799
903	...	1,02,406	1,21,436	2	129	130	76	...	1,553	...	178	...	...	1,731	150	216	7,849	8,768	1,31,204
903	...	4,06,923	8,59,398	24	1,975	1,892	1,415	40	7,736	...	2,709	25	...	10,510	150	365	20,514	28,765	8,88,163
1,573	...	...	1,573	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,573
1,100	...	360	20,302	...	...	...	...	...	...	...	...	...	...	...	...	495	180	675	20,977
...	...	8,121	8,121	...	...	...	...	...	...	...	...	...	...	...	...	...	526	526	8,647
...	...	7,703	7,703	...	...	...	...	...	...	...	...	...	...	...	...	...	1,437	1,437	9,140
2,673	...	16,184	37,699	...	...	...	...	...	...	...	...	...	...	...	...	495	2,143	2,638	40,337
771	...	12,117	1,69,355	...	...	...	...	...	2,223	...	759	...	...	2,982	14	...	2,158	4,335	1,73,750
59	...	4,599	36,319	...	...	...	...	...	67	...	...	...	...	67	...	...	817	884	37,203
821	...	16,716	2,05,674	...	...	...	...	...	2,290	...	759	...	...	3,049	14	...	2,975	5,279	2,10,953
...	...	...	28,799	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,016	29,815
...	...	...	1,233	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,233
...	...	...	21,777	...	...	...	...	...	...	...	...	...	...	...	...	...	...	944	22,721
...	...	...	6,777	...	...	...	...	...	...	...	...	...	...	...	...	...	...	153	6,930
...	...	...	120	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	120
...	...	...	3,882	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,382
...	...	...	1,331	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1,337
...	...	...	35,120	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,103	36,223
...	...	...	39,564	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,888	42,452
6,211	...	5,46,142	13,37,489	27	3,141	2,965	2,329	2,052	10,753	...	16,102	25	...	28,929	214	860	30,531	47,362	13 84,851

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Eastern Bengal and Assam for the year 1910-1911.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Local or Municipal funds.	Subscriptions and endowments.	Fees.	Native States revenues.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Males—														
Managed by Government ...	116	2,440	398	14	1,024	6	998	27,576	120	11,078	83,453	...	1,22,227	
Ditto by District or Local or Municipal Boards ...	5	44	...	...	8	...	36	...	973	50	2,589	...	3,612	
Aided by Government or by District or Local or Municipal Boards	33	1,144	88	...	852	107	97	5,910	937	7,664	31,595	60	46,166	
Maintained by Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	116	2,138	154	...	1,843	74	67	...	...	25,249	78,283	...	1,03,532	
Total	270	5,766	640	14	3,727	187	1,198	33,486	2,030	44,041	1,95,920	60	2,75,537	
For Females—														
Managed by Government ...	3	90	...	...	84	...	6	10,459	...	...	4,880	...	15,339	
Ditto by District or Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Local or Municipal Boards	4	157	...	...	144	13	...	1,778	...	8,059	831	...	10,668	
Maintained by Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	8	225	...	...	113	112	...	...	...	11,198	5,062	...	16,260	
Total	15	472	...	...	341	125	6	12,237	...	19,257	10,773	...	42,267	
Grand total	285	6,238	640	14	4,068	312	1,204	45,723	2,030	63,298	2,06,693	60	3,17,804	

EUROPEAN EDUCATION—GENERAL TABLE III, FOR 1910-1911. EASTERN BENGAL AND ASSAM.

Return of Colleges, Schools and Scholars of European Schools in

Class of institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
School Education, General.																
SECONDARY SCHOOLS.																
For boys—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	...	...	...	...	...	...	...	...	...	...	...	...	3	266	245	217
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for boys' schools ...	...	...	...	...	...	...	...	...	...	...	...	...	3	266	245	217
For girls—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	1	23	31	23	...	...	...	...	...	...	...	...	1	94	118	100
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for girls' schools ...	1	23	31	23	...	...	...	...	...	...	...	...	1	94	118	100
Grand total Secondary schools for boys and girls.	1	23	31	23	...	...	...	...	...	...	...	...	4	360	363	317
PRIMARY SCHOOLS.																
For boys ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... { Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of Primary schools for boys and girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special.																
SCHOOLS FOR SPECIAL INSTRUCTIONS.																
Training Schools—																
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	1	23	31	23	...	...	...	...	...	...	...	...	4	360	363	317
Private Institutions	1. Advanced, teaching—															
	(*a*) Arabic or Persian															
	(*b*) Sanskrit															
	(*c*) Any other Oriental Classic															
	2. Elementary, teaching a vernacular only or mainly ... { For boys ...															
	2. Elementary, teaching a vernacular only or mainly ... { ,, girls ...															
	3. ,, teaching the Quran ... ... { ,, boys ...															
	3. ,, teaching the Quran ... ... { ,, girls ...															
	4. Other schools not conforming to Departmental standards ... { ,, boys ...															
	4. Other schools not conforming to Departmental standards ... { ,, girls ...															
	Total															
	Grand total for 1910-1911															

RAL TABLE III.

Eastern Bengal and Assam for the year 1910-1911.

management.						Number of scholars on the 31st of March, learning											Classification of scholars on the 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3	266	195	71	266	16	20	36	74	...	74	71	...	6	11	243	...	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3	266	195	71	266	16	20	36	74	...	74	71	...	6	11	243	...	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
1	30	25	24	3	147	15	132	147	9	17	26	...	...	...	...	15	5	...	141	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	30	25	24	3	147	15	132	147	9	17	26	...	...	...	...	15	5	...	141	...	1	
1	30	25	24	6	413	210	203	413	25	37	62	74	...	74	71	15	11	11	384	...	7	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE IIIA.

For the European Schools in Eastern Bengal and Assam for 1910-1911.

Number of Scholars on the 31*st March* 1911, *classified according to Sex, Race, or Creed.*

——	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High Schools { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ... { Male ...	172	...	6	...	11	6	...	...	195
{ Female ...	71	...	...	...	...	...	...	...	71
Vernacular ... { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
For Girls—									
High Schools { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ... { Male ...	14	...	1	...	...	...	...	...	15
{ Female ...	127	...	2	2	...	...	...	1	132
Vernacular ... { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
Total ...	384	...	9	2	11	6	...	1	413
Primary Schools.									
For Boys ... { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
For Girls ... { Male ...	...	...	...	...	...	...	...	...	...
{ Female ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE IIIA—*contd.*

For the European Schools in Eastern Bengal and Assam for 1910-1911.

Number of Scholars on the 31*st March* 1911, *classified according to Sex, Race, or Creed.*

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools. Male ...	...	...	...	...	...	...	...	...	...
Training Schools. Female ...	...	...	...	...	...	...	...	...	...
Schools of Arts Male ...	...	...	...	...	...	...	...	...	...
Schools of Arts Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...	...
Law Schools ... Female ...	...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	...	...	...	...	...	...	...	...
Medical Schools Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools. Male ...	...	...	...	...	...	...	...	...	...
Commercial Schools. Female ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Male ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Miscellaneous Schools. Male ...	...	...	...	...	...	...	...	...	...
Other Schools. Miscellaneous Schools. Female ...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	384	...	9	2	11	6	...	1	413

EDUCATION—GENERAL TABLE IIIA—*concld.*

For the European Schools in Eastern Bengal and Assam for 1910-1911.

Number of Scholars on the 31*st March* 1911, *classified according to Sex, Race, or Creed.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(*a*) Arabic or Persian. Male ...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian. Female ...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit... Male ...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit... Female ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female ...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a Vernacular only or mainly—									
For boys ... Male ...	...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching the Quran only—									
For boys ... Male ...	...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to Departmental Standards—									
For boys ... Male ...	...	...	...	...	...	...	...	...	...
For boys ... Female ...	...	...	...	...	...	...	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...	...
For girls ... Female ...	...	...	...	...	...	...	...	...	...
Total of Private Institutions...	...	...	...	...	...	...	...	...	...
Grand total... ...	384	...	9	2	11	6	...	1	413

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public						
	Under						
	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools { English	...	...	...	...	...	...	...
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools... English	...	...	...	...	...	...	...
Middle Schools { English	4,942	...	...	...	...	...	4,942
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	4,942	...	...	...	...	...	4,942
Total Secondary Schools both for Boys and Girls	4,942	...	...	...	...	...	4,942
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instructions.							
Training Schools for— (a) Masters	...	...	...	...	...	...	...
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... { Madrasahs	...	...	...	...	...	...	...
Other Schools ... { Miscellaneous Schools	...	...	...	...	...	...	...
Total...	...	...	...	...	...	...	...
Total of Direct Expenditure	4,942	...	...	...	...	...	4,942
INDIRECT EXPENDITURE.							
Buildings	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	1,566	...	...	...	...	...	1,566
Total ...	1,566	...	...	...	...	...	1,566
Scholarships or Stipends held in — University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
European cadets	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	1,566	...	...	...	...	...	1,566
Total Expenditure on Public Instruction in 1910-1911	6,508	...	...	...	...	...	6,508

EDUCATION—GENERAL TABLE IV..

in Eastern Bengal and Assam for the official year 1910-1911.

Institutions.

public management.

Managed by Local Funds and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Moktab Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees paid from Moktab Fund.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public Institutions—						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools English	4,757	...	...	3,699	2,940	...	11,396
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	4,757	...	...	3,699	2,940	...	11,396
For Girls— High Schools English	...	...	...	...	...	...	...
Middle Schools English	2,552	...	600	463	1,314	...	4,929
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	2,552	...	600	463	1,314	...	4,929
Total Secondary Schools both for Boys and Girls	7,309	...	600	4,162	4,254	...	16,325
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instruction.							
Training Schools for— (a) Masters	...	...	...	...	...	...	...
(b) Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrasahs	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Direct Expenditure	7,309	...	600	4,162	4,254	...	16,325
INDIRECT EXPENDITURE.							
Buildings	753	...	...	...	733	...	1,486
Furniture and Apparatus (special grants only)	300	...	...	...	774	...	1,074
Total	1,053	...	...	...	1,507	...	2,560
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
European cadets	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	1,053	...	...	...	1,507	...	2,560
Total Expenditure on Public Instruction in 1910-1911	8,362	...	600	4,162	5,761	...	18,885

EDUCATION—GENERAL TABLE IV—*concld.*

in Eastern Bengal and Assam for the official year 1910-1911—*concld.*

concld.												
management.				Total expenditure from								
Unaided.								All other sources.				
									Public.			
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	39(a)	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,757	...	...	3,699	2,940	...	...	11,396	
...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	4,757	...	...	3,699	2,940	...	...	11,396	
...	...	...	...	...	...	...	...	...	...	...	...	
2,985	...	...	2,985	7,494	...	600	3,448	1,314	...	...	12,856	
...	...	...	...	...	...	...	...	...	...	...	...	
2,985	...	...	2,985	7,494	...	600	3,448	1,314	...	...	12,856	
2,985	...	...	2,985	12,251	...	600	7,147	4,254	...	...	24,252	
...	...	...	...	...	...	...	...	...	...	...	...

GENERAL

EUROPEAN

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS. (*English and Vernacular.*)								
For Boys ... Government ... English	...	...	...	...	...	...	...	...
Government ... Vernacular	...	...	...	...	...	...	...	...
District or Local Fund. English	...	...	...	...	...	...	...	...
District or Local Fund. Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	...	3	266	5	...	5	41	16	57
Aided ... Vernacular	...	...	...	...	...	...	...	...	...
Unaided ... English	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...
Total ...	...	3	266	5	...	5	41	16	57
SECONDARY SCHOOLS. (*English and Vernacular.*)								
For Girls ... Government ... English	...	1	23	...	...	...	...	3	3
Government ... Vernacular	...	...	...	...	...	...	...	...	...
District or Local Fund. English	...	...	...	...	...	...	...	...	...
District or Local Fund. Vernacular	...	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...	...
Aided ... English	...	1	94	...	...	...	...	11	11
Aided ... Vernacular	...	...	...	...	...	...	...	...	...
Unaided ... English	...	1	30	...	...	...	...	7	7
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...
Total ...	...	3	147	...	...	...	...	21	21
Total Secondary Schools for Boys and Girls ...	...	6	413	5	...	5	41	37	78
Total Primary Schools ...	...	...	...	...	...	...	...	...	...
Grand total for 1910-1911 ...	...	6	413	5	...	5	41	37	78

TABLE V.

EDUCATION.

Education in Eastern Bengal and Assam at the end of the year 1910-1911.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
42	17	59	107	38	145	...	...	...	195	71	266
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
42	17	59	107	38	145	...	...	...	195	71	266
5	3	8	4	8	12	...	...	...	9	14	23
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	22	22	...	61	61	...	...	...	...	94	94
2	5	7	4	12	16	...	...	...	6	24	30
...	...	...	...	...	...	...	...	...	...	...	...
7	30	37	8	81	89	...	...	...	15	132	147
49	47	96	115	119	234	...	...	...	210	203	413
...	...	...	...	...	...	...	...	...	...	...	...
49	47	96	115	119	234	...	...	...	210	203	413

Resolution on the General Report on Public Instruction for the year 1910-1911.

Extract from the proceedings of the Lieutenant-Governor of Eastern Bengal and Assam in the Education Department, No. 172E., dated the 5th February 1912.

READ—

General Report on Public Instruction in Eastern Bengal and Assam for the year 1910-1911.

RESOLUTION.

The Director of Public Instruction has published a very brief report on the progress of education during 1910-11, the usual length having been greatly reduced in obedience to the orders of the Government of India.

2. The administration of the Education Department has hitherto suffered from over concentration of work at headquarters and much attention was devoted during 1910-11 to the preparation of a scheme for devolving powers from the Government to the Director and from the Director to his Circle Inspectors. As a result of the discussion which took place orders were published in May 1911 which will increase the influence and efficiency of the Inspectors and at the same time relieve the Director from the burden of much routine work. The Director will settle the programme and general features of the year's work in consultation with his officers at the annual meeting of Inspectors, whose powers will in future include the administration of recurring grants-in-aid, authority to sanction minor works within fixed limits, the departmental control of District and Local Board budgets, and the administration of the Subordinate Educational Service. The Lieutenant-Governor trusts that Inspectors will avail themselves fully of the opportunities afforded to them, and relies on them to show administrative energy and thoroughness and to work in intimate relationship with Commissioners and District Officers. A much needed improvement in the organization of the Department will be effected when a Inspector is appointed to the headquarters of each district.

3. The improvement of colleges was a marked feature of the year, and the Director gives an interesting account of the progress effected in both Government and aided institutions. Arrangements were also made for the reconstitution of the Braja Mohan Institution at Barisal. This college, the only one in the Province which has not yet received help, has now been placed under the charge of a representative council and has been given by Government a capital grant of one lakh of rupees for new buildings as well as a recurring grant of Rs. 1,200 a month for the maintenance of staff and other requirements. The completion of the schemes which are now in progress will place all the colleges of the province on a sound footing, except those at Comilla and Pabna. The Comilla College is below the standard of the remaining aided institutions and needs considerable additional expenditure, both capital and recurring. A capital grant of Rs. 50,000 and a recurring grant of Rs. 500 a month have been promised to the authorities of the Pabna College on the condition that a sum of Rs. 50,000 is raised by local donations and that the monthly income from fees and private subscriptions amounts to Rs. 1,000.

The number of students in Arts Colleges rose during 1910-11 by 384—a very substantial increase, although somewhat below that of the previous year. The number of Muhammadan undergraduates increased from 230 to 287.

4. The Director again comments on the deplorable condition of high and middle English schools. No marked general improvement will be possible

until funds can be made available for the introduction of the approved comprehensive scheme for the reform of secondary education. In the meantime some progress has been made and year by year an increasing number of high schools is brought, with Government aid, to a reasonable standard of efficiency. Many new hostels have been built and other measures have been taken to secure better surroundings and discipline for the pupils of high schools. The special scheme for the residence of students in Dacca town to which reference was made in the resolution on the Director's report of 1909-10 has progressed and a considerable improvement is said to have taken place among the boys. Similar schemes are required in other large centres and the subject is at present under special consideration with reference to the town of Barisal. The growing demand for English education shows no signs of abatement, the number of pupils in secondary English schools having increased during 1910-11 by over 20,000. A fair share of the increase fell to Muhammadans and the proportion of Muhammadan students in both high and middle schools rose to an appreciable extent.

5. The year 1909-10 showed a decline in the number of boys in primary schools in marked contrast to the large rise of previous years. The decline has been arrested, the figures for 1910-11 showing a net increase of 3,208. This rise is however very small and it leaves the total figure below that recorded in 1908-09. The statistics for individual districts show great divergence, some districts, such as Dacca, Noakhali, Jalpaiguri, and Malda giving a very considerable rise, and others, especially Mymensingh and Faridpur, an even greater fall. The two districts last named account for a total diminution of nearly 4,500 pupils. The reports of the Inspectors show that the main causes of decline were rightly stated in the resolution on the report for 1909-10, *viz.*, the previous inclusion in the roll of ephemeral schools with no substantial claim to be classed as public institutions and the withdrawal of aid from a certain number of schools with a view to concentrate funds on the improvement of better institutions. The comments made in the report of the Inspector of the Dacca Division show that the notable decline in Mymensingh and Faridpur districts is to a considerable extent due to the withdrawal of aid from seasonal and other small schools. If, as would seem to be the case, the policy of concentration has been worked more rigorously in these districts than elsewhere, the matter requires attention. It is very important that the policy followed should be uniform and that no school should be closed without adequate consideration. It must always be remembered that even rudimentary and imperfect education is better than none at all, and, while the improvement of schools and the removal of children from bad schools to good are most desirable objects, care must be taken not to leave children wholly without means of obtaining elementary instruction. Boards are often in a difficult position since the funds at their disposal do not suffice for the support even of the better schools, and the more widely they distribute their aid the more inadequate their funds become to secure decent teaching in any of the schools under their control. All indications tend to show that primary education would spread much more rapidly if funds could be spared to aid more schools and to aid all schools more adequately.

6. Several of the schemes initiated by the standing committee for Female Education made progress. Special attention was devoted to the improvement of secondary schools at district headquarters and to the primary schools at Dacca. A new vernacular curriculum with special teachers' manuals, prepared under the supervision of the Committee, should do much to improve the general standard of teaching in the province. The total number of girl pupils increased by 9,000, the same rate as during the previous year. The number of girls in the high stage increased from 52 to 74 and in the middle stage from 164 to 199. Zanana classes made good progress and the success of this form of education appears now to be assured. It will require for some time to come very careful control and close and sympathetic guidance by Inspectresses and their assistants.

7. In the sphere of Muhammadan Education great importance attaches to a report presented by an influential committee appointed by Government to consider the reform of education in *madrasas*. The Committee (who were not in all respects unanimous) recommend a very considerable change of

system, including the prescription of a more modern and practical curriculum in Arabic and such reorganization of *madrasas* as will convert them from institutions mainly concerned, with traditional Arabic studies into practical schools, giving instruction in ordinary modern subjects, Arabic remaining an important portion of the course. The recommendations embrace the whole range of education from the village *maktab* to the post-graduate curriculum of the passed students of the senior *madrasas*. They involve a very heavy expenditure on the improvement, not only of the seven principal *madrasas*, but also of the numerous lower grade institutions which, it is said, fail at present to give sound instruction either in Arabic or in other subjects likely to be useful to the students in after life. The question is fraught with much difficulty and at present engages the very careful attention of Government.

8. An interesting movement also took shape in the past year in connection with the study of Sanskrit. It has been the policy of Government to enter into closer relation with indigenous *tols*, and as a result a large meeting of pandits from all parts of the province, held at the instance of the *Saraswat Samaj*, presented a memorial to Government, begging that an association of pandits might be formed, under the ægis and with the financial assistance of the Government, for the control of indigenous Sanskrit studies, for the grant of titles and rewards and for the maintenance of *tols*. The assembly urged that the grant at present made towards indigenous Sanskrit schools is small and prayed that Government would in future take more intimate interest in the prosperity and efficiency of the *tols* in the province. This question is also receiving the sympathetic attention of Government, but it has not as yet been possible to arrive at a decision as to the course which should be followed.

9. The Lieutenant-Governor desires to take this opportunity of expressing his high sense of the debt owed by the Province to the Hon'ble Mr. H. Sharp, C.I.E., for his most efficient administration of the Education Department from the beginning of 1906 and of the loss which it sustained by his transfer in January 1911 to a still more responsible post under the Government of India. His thanks are also due to Mr. Hallward for his clear and concise report.

By order of the Lieutenant-Governor,

H. LEMESURIER,

Chief Secretary to the Government of Eastern Bengal and Assam.

E. B. & A. G. C. P. (J. & A.) No. 72—1,180—10-2-1912—R. B.

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GENERAL REPORT

ON

DIRECTOR OF PUBLIC INSTRUCTION, ASSAM,

FOR

1912-13.

BY

THE HON'BLE MR. J. R. CUNNINGHAM, M.A.,

DIRECTOR OF PUBLIC INSTRUCTION, ASSAM.

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1913.

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GENERAL REPORT

OF

DIRECTOR OF PUBLIC INSTRUCTION, ASSAM.

FOR

1912-13.

CHAPTER I.

INTRODUCTORY.

General.

Under the encouragement of the Government of India and the Local Administration, with an enhanced budget and with the aid of special grants from the Imperial Revenues, 1912-13 was a year of progress and of preparation. The year opened with the communication of considerable subsidies for the improvement of popular education, it closed with the publication of the Government of India's Resolution on educational policy, foreshadowing further and increasing subsidies. In anticipation of rapid growth in the educational allotments, the Department settled down to the consideration of development on a new scale of expenditure and to the preparation of large schemes of extension and improvement.

Controlling agencies.

The insufficiency of the educational establishment to cope with the work imposed upon it was made manifest throughout the year. The Head office was overtasked with the work of reorganization and advance. The Inspectors were unable to find time to cover the whole ground of their immediate charge : the Inspectress although she spent almost double the minimum number of days on tour was unable to visit even all the head-quarters stations in the province. The subordinate inspecting staff called out for reinforcement. Interim proposals for the strengthening of the inspecting staff were framed in course of the year and have since been sanctioned. The liberal reorganization which will be necessary for the administration of a policy of energetic advance must await the settlement and sanction of the large schemes which are in preparation.

In the present condition of education in Assam the pedagogic interest must yield in precedence to the administrative. So long as the schools provide what are ordinarily regarded as the essentials, it is comparatively unimportant to consider such questions as the modification in incidentals of the courses of study, the initiation of experiments in new methods and systems, when we are faced by such radical problems as the dearth of qualified teachers, the dearth of schools, the disappearance of the great majority of the children from school before they have learnt enough to be of any use to them, the conflict between the demand for English and the supply of vernacular education, the poverty and discontent of the teaching profession. In the circumstances of the year under report—and this will probably be characteristic of the work at headquarters for the next year or two—time did not permit of equal action along all the lines of interest and the more purely educational problems suffered in some measure from neglect.

Colleges.

In the matter of collegiate education there was significant advance. The Murarichand College, a second-grade institution, insufficiently staffed and disreputably housed and equipped, was taken over by the State, and a very considerable scheme was framed and presented during the year for the construction of entirely new buildings on an ample site, the broadening of the basis of intermediate affiliation and the advance of affiliation generally to the Honours standard both in Arts and in Science. In connection with the Cotton

College action was taken to improve the class room, laboratory and hostel accommodation, to obtain Honours affiliation along the whole line of its course and to advance the affiliation to the post-graduate standardin English. As the outcome of a conference which was held at Gauhati in September the Chief Commissioner decided to move for the establishment of a Provincial Law College at Gauhati.

English Schools.

The returns shew the continued eagerness on the part of the people for English as opposed to vernacular education. The number of institutions and of pupils in English schools increased very considerably, and demands, which had in great part to be refused, for new schools, Middle English and High, were received from every quarter. Schemes, which have since been sanctioned, were framed during the year for the improvement of the various Government High schools so as to meet the demand up to a limit of two sections in each class. As a further measure of advance the policy was announced of establishing a Government High school at each Subdivisional headquarters and negotiations were in progress during the year for the transfer of the majority of the aided High schools to Government control.

Vernacular schools.

There was a fair increase in the enrolment of vernacular schools and in the number of institutions. The Census returns however proved disappointing, only 4·71 per cent of the population having been returned as literate. This is a poor result of so many years' labour and necessitates the reconsideration of our educational methods and the adoption of measures to improve the situation. During the year funds were communicated by the Government of India in satisfaction of the share falling to Assam from the Imperial grant of 50 lakhs announced by His Majesty the King-Emperor at Delhi. In view of the considerations referred to, it was decided by a conference of educational officers, which met to discuss the question of the expenditure of the grants, that, without depreciating in any way the importance of the need for expansion, the first need was for the improvement of existing institutions. The Coronation grant was spent during the year on the improvement of buildings and equipment and proposals were framed for its expenditure on recurring purposes in the year now current.

Girls' schools.

With regard to girls' schools also progress has to be chronicled. A movement was set on foot for the advance of the schools at headquarters stations to the Middle English standard. The Mission Girls' School at Silchar was raised to the High school standard, the first High school for girls in the plains of Assam. The question of the expenditure of the contribution from the Coronation grant to female education was considered by the conference above referred to. It was decided that as co-education in India was at present impracticable beyond the very earliest stages of the school course, the first object of expenditure from the Imperial subsidy should be the establishment of schools for girls in villages where the attendance of girls in mixed schools was such as to guarantee that the establishment of the new schools would be justified by the immediate enrolment.

Training of teachers.

Trained teachers are required both for boys' and girls' schools of all classes. The present facilities are altogether inadequate. The general outlines of a policy of advance were settled during the year. The apprenticeship system was abolished and the period of training of village schoolmasters extended from six months to twelve.

Muhammadan education.

A special officer toured in course of the year throughout the province, gathering information in regard to the special schools for Muhammadans :—Madrasas, Maktabs and others. His reports will be considered by a conference which will take up the difficult question of Muhammadan education, and again attempt the reconciliation of conservatism and progress. A Government Madrassa was established at Sylhet.

Sanskrit education.

Sanskrit education received some measure of attention, but pending a decision as to future policy in Bengal, no formal proposals were presented for sanction.

European schools.

The existing European schools were much improved and negotiations were in progress for the establishment of a secondary school for boys in Shillong, and of an elementary school in Haflong.

Technical education.

In the matter of technical and industrial education there was no advance.

Hostels.

Considerable schemes were in preparation for the extension of the hostel system in High schools and the improvement of the conditions of superintendence.

Statistics.

The following table shews general progress by statistics :—

—	1911-12.		1912-13.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
PUBLIC INSTITUTIONS.				
Collegiate Education.				
Arts College	2	295	2	360
Law College	...	...	...	...
Training College...	...	...	...	...
School—Education General.				
Secondary for boys ... High schools ...	27	8,701	27	9,949
Secondary for boys ... Middle English schools	95	10,922	102	12,638
Secondary for boys ... Middle Vernacular schools.	35	2,753	36	2,796
Secondary for girls ... High schools ..	1	213	2	388
Secondary for girls ... Middle English schools	3	294	4	269
Secondary for girls ... Middle Vernacular schools.	6	447	6	418
Primary schools ... For boys ...	3,469	141,748	3 534	148,278
Primary schools ... For girls	242	7,239	256	7,803
School Education—Special.				
Training schools ... For Masters ...	9	402	9	361
Training schools ... „ Mistresses ...	...	...	...	...
Law schools	1	14	1	13
Medical schools	1	108	1	135
Engineering and Survey schools	...	...	...	...
Industrial schools ... For boys ...	5	43	5	41
Industrial schools ... „ girls ...	...	...	...	...
Other schools ... Madrasas ...	38	2,665	35	2,751
Other schools ... Tols	51	1,178	61	1,249
Total of Public Institutions	3,935	177,032	4,081	187,449
Private Institution.				
Advanced ... ... Arabic and Persian ...	10	566	11	560
Advanced ... ... Sanskrit	3	59	9	137
Elementary—teaching a vernacular only or mainly. For boys ...	18	442	42	1,100
Elementary—teaching a vernacular only or mainly. „ girls ...	...	...	1	26
Elementary—teaching Quran. For boys ...	94	2,934	82	2,548
Elementary—teaching Quran. „ girls ...	1	27	...	...
Other schools not conforming to Departmental standard. For boys ...	17	1,052	41	2,388
Other schools not conforming to Departmental standard. „ girls ...	...	...	2	80
Total of Private Institutions	143	5,080	188	6,839
Grand Total	4,128	182,112	4,269	194,288

Finance.

The total expenditure during the year came to Rs. 19,03,954 as against Rs. 16,09,062 in the previous year :—

		Rs.		Rs.
(1)	From Provincial Revenues	7,71,114	against	5,87,016
(2)	„ District and Local Funds ...	5,81,901	„	5,02,485
(3)	„ Municipal Funds	16,319	„	13,762
(4)	„ Fees	3,01,989	„	2,79,365
(5)	„ Subscriptions	2,32,631	„	2,26,434
	Total	19,03,954		16 09,062

To these figures falls to be added the Public Works Department expenditure on educational buildings amounting to Rs. 1,58,762.

The Budget.

The budget estimate for the year was Rs. 9,85,000, which was subsequently revised to Rs. 9,77,000. The actual expenditure as returned by the Comptroller was Rs. 9,70,752.

CHAPTER II.

Controlling Agencies.

The Directorship of Public Instruction was not occupied until the last week of April 1912 when I took over charge.

The organization of the office in the confusion which followed upon the administrative changes occupied much of the time of the first few months of the year. The pace of work was further retarded by the absence of records, a defect which was remedied in due course by the appointment of a special staff to extract from the Eastern Bengal and Assam records in Dacca, the files which related to Assam alone and to make copies from the general files of orders and other papers in which Assam was interested. The introduction of the new syllabus of instruction, the necessity for reconsidering the various systems in force in the joint province in view of the reconstitution of Assam as a Chief Commissionership combined with the increased activity in educational matters due to general causes and to the establishment of the Department of Education of the Government of India to render office work exceedingly heavy and to make it difficult for me to move out into the districts and to gain an understanding of the conditions of education as they actually existed.

I was unable to spend more than 107 days on tour. In this time it was not possible to do more than visit a certain number of the subdivisional headquarters stations. A number of these remained over to be visited during the current year. The hill districts were untouched. It was not possible, nor will it be possible for some time to come, to conduct an intimate tour amongst the primary schools in any of the Mufussil areas. Such inspection as I was able to carry out, however, was of the greatest value in enabling me to arrive at a general understanding of the condition of affairs. Generally speaking, I found the condition of education in the districts which I visited to be above the mark which I have hitherto regarded as normal in India. This is in part due to the excellent system of Board control, in part to the vigorous administration of the Education Department during the years of the Lieutenant-Governorship.

Direction.

It will not be possible for the Director to spend as much time on tour as he ought to and would like to do until an Assistant Director of Public Instruction is appointed. I am not, however, anxious for the creation of such an appointment for the present or until the general lines of policy have been clearly laid down.

Educational Services.

At the close of the year there were only five members of the Indian Educational Service in the province—the Principal and Professor of Chemistry of the Cotton College, two Inspectors and the Inspectress of Schools. The sanctioned and the actual strength of the other services were as follows :—

	Sanctioned posts.	Posts filled.
Provincial Educational Service	13	13
Subordinate Educational Service	124	124
Outside the graded Service	226	226

Proposals were submitted in course of the year for the grading of the cadres of the Provincial and Subordinate Educational Services as they had come over from the Province of Eastern Bengal and Assam. An endeavour was made in these proposals to secure an improvement in the prospects of the members, pending the consideration of the general question of improved terms of service throughout. The view was expressed, it is I think incontrovertible, that the conditions of a graded service are altogether unsuitable to the Education Department. The graded system can only work satisfactorily in a service which is homogeneous and comprises a considerable body of men, where appointments are made as a matter of course to the lowest grade, where the officers in each grade are approximately of the same age and when the accessions to the lowest grade are not seriously in excess of the numbers of officers disappearing by superannuation or casualty. These conditions are absent in the Educational Services. The Provincial Service is too small, the officers are at present clustered in the lowest grades. Its numbers will be doubled within the next few years. Grading would offer rapid promotion to those at the top of the list and would guarantee for those at the bottom that they would remain without increase throughout or at least for the greater part of their service. The circumstances of the Subordinate Educational Service are equally if not more adverse.

The case of the ungraded officers is worse than that of the officers in the grades.

It will be necessary to provide for promotions mainly by the grant of incremental salaries. Schemes are in hand for the substitution of a system of incremental instead of graded increase and for improvement in the initial and ultimate rates of pay. The cost will be exceedingly heavy, altogether, I take it, beyond anything which the province will be able to afford without assistance from the Imperial revenues.

Inspecting Agency.

There were at the close of the year two Inspectors in the Indian Educational Service, one Assistant Inspector in the Provincial Educational Service and 20 Deputy and 23 Sub-Inspectors all in the Subordinate Educational Service. The inspecting staff is numerically inadequate to the duties which it has to perform. It will be necessary in due course of time to add to the number of appointments in the Indian Educational Service. This will have to wait on the elaboration of the general proposals for educational advance as it is not possible to state or support a scheme in this regard until the general lines and the prospects of advance have been made clear. Meantime something can be done to render the staff more adequate to its duties by the appointment of an Assistant Inspector for the Surma Valley and the increase of the subordinate inspecting staff. Proposals to this effect were framed and considered during the current year and have since been given effect to.

Similarly, with regard to female education the work devolving upon the Inspectress was more than she could reasonably be asked to undertake. Proposals were duly submitted and have since been sanctioned for the appointment of an Assistant Inspectress.

A change was made in the duties of the Inspectress during the year so that she might have a more independent control. The immediate charge under the Director was entrusted to her of all girls' schools at subdivisional headquarters. In respect of these schools she was granted, generally, the same powers as Inspectors of Schools.

Inspectors.

Mr. Wilkins, the permanent Inspector of Schools, Surma Valley and Hill Districts, was on leave for part of the year. Mr. Barrow, who officiated for him during his absence, toured for 75 days and paid 26 visits to schools—10 to high, 4 to middle, 1 to an indigenous institution and the rest to primary schools. Mr. Wilkins on his return toured for 107 days and paid 63 visits—8 to high schools, 15 to middle and 40 to primary schools.

Mr. Small remained in charge of the Assam Valley Circle throughout the year. He was on tour for 214 days and visited the Jorhat Training School, 12 high schools, 10 middle English, 11 middle vernacular, 68 primary, 1 upper primary and 6 special schools. More systematic touring would have enabled him to visit all the high schools in his division in course of the year.

Inspectress.

Miss Somerville toured for 177 days or nearly double the minimum prescribed, visiting in this time all the subdivisional headquarters' stations except Sunamganj, Maulvi Bazar and North Lakhimpur.

Assistant Inspector.

The Assistant Inspector was on privilege leave from 19th August to 14th October. The pressure of office work prevented him from being out on tour for more than 111 days during the year. He visited 4 high schools, 10 middle English, 5 middle vernacular, 5 upper primary, 46 lower primary and 6 special schools.

Deputy Inspectors.

Generally speaking, touring in the Assam Valley was unsatisfactory, no fewer than 6 Deputy Inspectors having failed to put in the prescribed minimum of touring days. Of these I shall mention only the cases of the Deputy Inspectors of Dibrugarh, Tezpur and Nowgong who toured for 148, 161 and 171 days, respectively, instead of for 210. This is unsatisfactory. The Inspector will have to impress upon the Deputy Inspectors the necessity for touring for the prescribed minimum number of days, and in the event of failure submitting an explanation which should be forwarded to the head office. Meantime the Deputy Inspector, Dibrugarh, has been transferred to a post of minor responsibility as Headmaster of a Middle English School.

Touring was more satisfactory in the Surma Valley Division. But there was one serious exception. The Deputy Inspector of Habiganj toured for only 86 days. This should have been noticed in time. The Deputy Inspector in question has been transferred to a less important charge. A failure to fulfil his duties there will result in his reversion to the Sub-Inspectorate.

The following officers are mentioned for good work :—

Surma Valley and Hill Districts.

Rai Sahib Behari Lal Dhar, Deputy Inspector, Silchar.

Babu Ananda Mohan Datta, Deputy Inspector, North Sylhet.

Assam Valley Circle.

Srijut Kamala Kanta Barua, Deputy Inspector, Gauhati.

Srijut Sarat Chandra Goswami, Deputy Inspector, Jorhat.

Srijut Devananda Sarma, who officiated as Deputy Inspector in Goalpara and has since in recognition of good work in his officiating capacity been posted to Dibrugarh to replace the Deputy Inspector there.

Sub-Inspectors.

The touring of the Sub-Inspectors was satisfactory in the Surma Valley. In the Assam Valley, however, five officers were short in their touring and no explanation has been furnished. This is not as it ought to be. The failure to spend the necessary number of days on tour should not occur if the Deputy Inspector exercises proper control over the work of his subordinates. In any case in which owing to unavoidable circumstances shortage does occur, an explanation should be sent by the Deputy Inspector through the Inspector of Schools and referred to in his annual report. The following Sub-Inspectors are mentioned for good work :—

Assam Valley Circle.

Jogesvar Goswami, Abdur Rahman and Jogesvar Barua.

Surma Valley and Hill Districts.

Israb Ali, Surendra Nath Kar and Manomohan Mazumdar.

Civil officers.

The greatest help was received during the year from Civil officers, many doing valuable work in the visiting and inspection of schools and all affording their advice and assistance ungrudgingly when it was asked for.

Missions.

Excellent work continued to be done by the Missions, British, American and foreign, throughout the year. Particular mention must, as always, be made of the services of the Welsh Calvinistic Methodist Mission whose main field of endeavour is in the Khasi Hills.

CHAPTER III.

Collegiate Education.

General.

In the beginning of the year the Chief Commissioner indicated the necessity for a vigorous policy of advance in regard to Collegiate Education. The people of Assam have found themselves and desire, with as little assistance as may be from neighbouring provinces, to manage their own affairs. Meantime the local colleges are not graduating men in sufficient numbers to satisfy the requirements of the province. The offices of Government are largely staffed by strangers. Of recent years it has, I understand, been found possible to

appoint local men to the more highly-paid posts, but in the Education Department, and the same is true I have no doubt in regard to appointments in other departments which demand high educational qualifications and are unable to offer a high rate of pay in return, it has been found impossible to get qualified men from either valley to fill the regularly recurring vacancies. The inspectorate and the teaching staff of secondary schools have either to be recruited from Bengal or by the appointment of local men insufficiently qualified for the duties which they have to undertake. Advance has hitherto been retarded by the failure of the province to offer adequate facilities for higher education within its own borders. The development of the local colleges was accordingly indicated as a measure of the first urgency and importance and action was taken to frame liberal schemes of development in consultation with the University authorities and the local public.

Cotton College.

In the case of the Cotton College, which has since 1910 enjoyed affiliation up to the degree standard, the proposals contemplated the immediate advance of the affiliation to the Honours standard in all the subjects of study (Persian excepted) and to the M. A. standard in English. The scheme was approved by a Conference assembled by the Chief Commissioner at Gauhati, and extended to include provision for affiliation up to the Degree and Honours standards in Political Philosophy and Political Economy. A temporary set back has been received with regard to the proposal for post-graduate affiliation; but otherwise the proposals have gone through as presented. Honours affiliation in the marginally-noted subjects has been granted with effect from the beginning of the current academic year, and will follow, in Physics, and Political Economy etc, in July 1914.

Honours affiliation.

English, Mathematics, Chemistry, History, Sanskrit, Mental and Moral Philosophy.

Post-graduate affiliation.

In the matter of post-graduate affiliation the Syndicate of the University considered that the College was aiming too high. There is reason to hope however that they will see their way to a more favourable view and that the grant of post-graduate affiliation in English will accompany the additional affiliation in Honours which is expected in July of next year.

Buildings.

Concurrently with the proposals for increased affiliation, action was taken to extend and improve the buildings. The construction of a large new block of Arts class rooms and lecture halls and of a Muhammadan hostel to accommodate 40 students was put in hand. Sanction was accorded to the construction of three new hostel blocks for Hindus, offering accommodation for 126 students, of residential quarters for Hindu and Muhammadan Superintendents and of additional cook-rooms, dining rooms and sanitary structures. In the further interests of the College as a residential institution, arrangements were sanctioned for the appointment of an Assistant Hostel Superintendent for each hostel block and the grant of allowances to make the charge of superintendence attractive. In completion, for the present, of the improvement of the Cotton College as a residential institution, it is proposed to build a general hospital and a segregation hospital for infectious complaints, as also to acquire land in the immediate neighbourhood of the College for residential quarters for the College staff. The development scheme requires the appointment of three new Professors in the Indian Educational Service and involves an ultimate expenditure of close on half a lakh of rupees on recurring charges and a present expenditure of over three lakhs on non-recurring charges.

Murarichand College.

The Murarichand College scheme aims at developing the College from a second to a first-grade institution.

The College, as taken over by the Administration on 1st April 1912, brought with it little but responsibilities. It shared with the Giris Chandra High School a disreputable building which was neither in the matter of accommodation nor in any other respect sufficient or suitable for either institution. The stock of equipment was slender, the library practically non-existent, the affiliation narrow and on a second-grade basis.

A scheme was duly framed during the year and submitted to the Government of India for broadening the basis of affiliation and carrying it on to the Honours standard, so that the Surma Valley as well as the Assam Valley might in the main be sufficient for its own requirements. The scheme which awaits the sanction of the Secretary of State contemplates the construction of new College and hostel buildings on an ample site. After long deliberation and in deference to public opinion it was decided to locate the new College within Municipal limits instead of on an open site which was favoured by the Department about two and a half miles from the centre

of the town. Proceedings for the acquisition of the site selected—extending to between 20 and 30 acres—were put in hand. No action with regard to the permanent buildings was however taken, pending the sanction of the Secretary of State. It is improbable even if the sanction to the scheme arrives during the current year, that it will be possible to have the new buildings erected in time for the re-opening of the College in the beginning of the Academic year 1916-17. Meantime however action has been taken to broaden the basis of affiliation in the Intermediate standard both in Arts and Science, to improve and increase the staff, to extend the temporary buildings, and to provide the College with a library, a librarian and a suitable equipment of scientific apparatus. Appointments have been created in the Provincial Educational Service for Professors of History, Chemistry, Persian and Sanskrit. The affiliation now stands as noted below :—

I. A.—English, Vernacular Composition, Mathematics, History, Sanskrit, Persian, Logic, Chemistry and Physics.

I. Sc.—English, Vernacular Composition, Mathematics, Chemistry and Physics.

The development scheme comtemplates the following advance—

B. A.—(Degree and Honours).—English, Sanskrit, Persian, History, Philosophy. Mathematics, Physics and Chemistry.

B. Sc.—(Degree and Honours).—Mathematics, Physics and Chemistry.

Three additional appointments will be required in the Indian Educational Service and seven in the Provincial Educational Service. The recurring and non-recurring charges have been estimated at Rs. 82,532 and Rs. 6,00,000, respectively.

Statistics.

The returns for the year shew a very considerable increase in the number of students, the numbers in the Cotton College having risen from 197 to 232, and in the Murarichand College from 98 to 128. The number of students in the Degree classes rose from 38 to 59. The examination results were on the whole satisfactory, 74 students passing the Intermediate Examination and 26 obtaining the degree as against 70 and 9 in the preceding year. The Cotton College distinguished itself by its success in the Degree Examinations. In the Intermediate it fell below its own excellent record but had the distinction of presenting the student who took the first place in the University of Calcutta in the order of merit list of the Arts Examination. The success of Banikanta Kakoti, who is a Kolita of Kamrup, has not unnaturally been matter of pride and congratulation to the whole of the Assam Valley.

Collegiate life.

No fewer than 172 of the students of the Cotton College were in residence in the College hostels. It speaks well for the management of the College and for the behaviour and good feeling of the students that there was no serious disciplinary trouble throughout the year. I wish to express here my sense of indebtedness to Mr. Sudmersen whose whole hearted devotion to the Institution which he controls and whose capable service on its behalf are such as to merit a public acknowledgment.

As evidence of the good spirit which informs the collegiate life it is pleasant to be able to state that Professors and Lecturers join in the College games with the students. I wish to mention particularly in this connection the names of Messrs. P. C. Roy, Annada Kisor Das, Harsanath Sen and Bhuban Mohan Sen. As might be expected from this games are popular with the students—cricket, football, hockey, tennis, and badminton : proposals have been received for the extension of the recreation ground. It is reported that on an average 80 students attend the recreation ground daily.

I am glad to be able to record that there was no cause whatever for dissatisfaction with the conduct of the students of the Murarichand College throughout the year. In the endeavour to improve the tone of the institution and foster a spirit of corporate life amongst the students the Principal has under present conditions an uphill task, and it is impossible not to be impatient for the initiation of work upon the new College project. For hostels there were during the year under report two catcha buildings accommodating between them some 30 students and accommodating them badly. For recreation the students had to trust to the use of a field which for a large part of the year is little better than a swamp. It is something to the good that the College has now a reasonable measure of affiliation that the buildings and equipment have been extended and improved and the staff increased in number and strengthened by the appointment of well qualified Professors. But it will not be possible to write with any satisfaction of Collegiate education in the Surma Valley until the large scheme of expansion and improvement has received effect and Sylhet and Cachar have been provided with a College worth the name.

Lecturers' appointments.

Objection was taken during the year to the appointment of Lecturers or Assistant Professors in the Subordinate Educational Service. The practice has proceeded on a false analogy with conditions in some of the European Universities where first-class men accept appointments on small salaries as Assistant Professors, etc., in the knowledge that the field of promotion open to them is wide, and that fuller posts will come in time. In India, a man is not so clearly marked out as at home for the ways of learning. When his post graduate course is complete he is already a married man, and, looking out on possibilities, can have no hesitation in choosing between the prospects of executive service in a gazetted post and service which ties him down to a subordinate position. In the result men of inferior qualifications are recruited. They exist in a state of discontent, and, if they do good work, raise a strong voice for promotion to the Provincial Service when vacancies occur.

For our Colleges we must have the best men, and, funds permitting and suitably qualified candidates being forthcoming, it has been accepted as a matter of policy that no man should hereafter be recruited for the instruction of classes reading for the University Examinations, except in posts which carry the dignity and emoluments of gazetted appointments.

CHAPTER IV.

Secondary Schools for Boys.

High schools.

The number of high schools remained throughout the year at 27, 11 being Government schools, and 16 private schools, of which 9 were aided from Provincial revenues. Early in the year the Chief Commissioner announced the policy of having a Government high school at each subdivisional headquarters. Negotiations were accordingly entered into for the transfer of the majority of the aided institutions to State control. The policy of improvement extended also to the unaided schools, and proposals have been under consideration for the transfer of 4 to the aided list. The outcome will fall to be chronicled in next year's report. Meantime it may be stated that the action proposed will involve the Administration in very heavy additional charges, both for recurring and for non-recurring expenditure. Special grants from the Government of India amounting to Rs. 64,000 will go far towards meeting the recurring charges.

Concurrently, action has been proceeding for the improvement of the existing Government high schools. A type plan has been prepared. Projects are under consideration for the erection of entirely new school buildings at Jorhat and Habiganj, for the extension and improvement of nearly all the existing buildings, and for the erection of new hostels. A large grant of Rs. 3,50,000 from the Government of India will probably suffice for the immediate present in the matter of hostel accommodation, but it will require funds far in excess of those communicated to make any definite impression upon the programme of school construction. This is one of the most urgent educational needs of the province. It is useless to expect really good work in our high schools until they are provided with a sufficiency of suitable class rooms. At present in the majority of cases the class rooms are insufficient in number, ill-lit, badly designed and so placed in relation to each other as to render supervision difficult.

Attendance.

The number of pupils attending high schools rose from 8,701 to 9,949 during the year, an increase of almost 15 per cent. An even more marked increase, from 3,501 to 4,106 or 17 per cent is recorded in the number of pupils in the high school stage of instruction.

Sufficiency of High Schools.

On the re-opening of the schools in January of last year many applicants had to be refused admission to certain of the Government and Government aided high schools in both valleys. An enquiry made at the time shewed that the refusals were in the great majority of cases confined to the middle classes and it seemed improbable that any boys had had to discontinue their education owing to the want of facilities at a centre within reasonable distance of their homes. In providing Government schools at certain headquarters stations, the Administration does not oblige itself to meet all demands. But so far as funds permit, the Government schools should severaly be developed to meet such a demand as can be satisfied by a single school. In this view a general limit has been set of two sections to each class, and provision made in anticipation to meet the probable demand within this limit. Such further provision as is required must be

made by the people themselves—in the majority of cases by the establishment of middle English schools. Two such schools were opened by private enterprise during the year—one at Tezpur, the other at Habiganj—with the assurance of aid and recognition from the Department.

An enquiry was made in the course of the year as to the need of more high schools in the province : the only action taken in this regard in the year under report was the opening of a seventh class in the Government Middle English School at North Lakhimpur. The eighth class will be opened during the current year, and it is hoped that the school will have all four high school classes enrolled in January 1916. In the Assam Valley there is only one centre now, Nalbari, which cries out for the opening of a local high school and it is probable that within the next year or two, if the public is eager enough to sacrifice for the school and to contribute substantially to its establishment and maintenance, the local middle English school will be raised to the high school standard. In the Surma Valley there appear to be but few Mufussil centres, in which the demand from the neighbourhood is sufficient to warrant the Department at this stage in embarking upon a scheme for providing them with a high school. It will probably be found necessary for the present, at any rate, to concentrate on the provision of adequate facilities at the district and subdivisional headquarters, where the new schools would satisfy a wider demand.

Matriculation Examination.

The success of Assam candidates at the Matriculation Examination was on the whole satisfactory—289 candidates having been passed by the University Examiners. The number for the preceding year was 262, for 1910-11, 233, and for 1909-10, 170. This is a steady progress. And it is gratifying to note that it has been accompanied by an equally steady advance in the percentage of success calculated with reference not to the number of candidates but to the number of pupils in class X of all recognized high schools. The percentage has risen year by year from 46·6 in 1909-10 to 62·6 in the year under report.

The subjoined table is interesting as comparing the success of the various classes of high schools :—

Name of Division.	Percentage of successful candidates.		
	State schools.	Aided schools.	Unaided schools.
1	2	3	4
Surma Valley and Hill districts	99·09	82·35	65
Assam Valley Circle	81·69	54·54	58·33

It will be seen that the State schools have been much more successful than the aided, and the aided than the unaided, further that the schools in the Assam Valley compare but poorly with those in the Surma Valley.

Daily marks system.

On the publication of the results of the class promotion tests at the re-opening of the schools in the Assam Valley in January 1913, an outcry was raised on account of the number of pupils kept back from promotion. It was considered that the examination papers and the examiners were to blame. I made a personal investigation, only to find the papers fair and the marking liberal. The "Daily marks system" was confidently blamed. On tour, I ascertained that the system, as criticized, did not exist. The obvious explanation is that the schools are in an unsatisfactory condition, badly organized and badly taught—and this is true, though in lesser measure, of the Surma Valley schools also. The results as shown at the Matriculation test may appear to be fairly satisfactory, but a study of the School Registers will show that it is only the few who survive to the Xth class, the many having dropped out at different stages on the journey. Children have been admitted to class III (the lowest class of high schools) without sufficient grounding in the rudiments, a foolish laxity has prevailed in the matter of promotions, and boys have been passed on from one class, for which they were not sufficiently advanced, to another in which they were bewildered and finally turned out midway in their school course, not because they were unintelligent but because they had never been given a chance. Action will be taken, and it will not be popular, to improve this state of things. But it will be many years before the schools will recover from the mischief which has been done.

Laxity in admissions and promotions is not of course the sole explanation of the unsatisfactory condition of our high schools. Speaking generally, the Headmasters have not hitherto realized their responsibilities, and the teachers, particularly those in the vernacular classes, have taken neither pride nor interest in their work. The Headmasters have had a great deal too much to do to undertake that intimate supervision of the work and discipline of the schools which is so necessary to their welfare. This may to some extent be remedied by the appointment of clerks to relieve the Headmasters of the heavy burden of clerical work, the increase of the staff to relieve them of a considerable part of their teaching work, and the devolution upon Assistant Headmasters of the supervision of the vernacular teaching. Action in all these respects has been taken. The assistant masters are nearly all untrained and nearly all discontented. If the schools are to be staffed by competent and contented teachers, it will be necessary to offer very much higher rates of pay. This has been realized and a scheme is in preparation. It will involve expenditure much in excess of anything which the Provincial revenues can afford. Meantime much can be done to stimulate the interest of teachers in their work by means of teachers' libraries, common rooms, weekly meetings and so forth. Action in this regard is proceeding.

Increase of responsibilities.

Impatience is expressed for the improvement of the terms of service in secondary schools: the Department is constantly urged to open new schools. It is difficult to satisfy both demands. The responsibilities already undertaken call for a multiplication of the present expenditure. Every new responsibility assumed postpones the full realization of existing responsibilities. It is impossible to follow one line of action to the exclusion of the other, but the utmost care and circumspection will require to be used in the assumption of new responsibilities until the Department can feel assured that it is in a position to do its duty by those already undertaken.

Middle English schools.

Marked as has been the advance in the number of pupils attending high schools it falls short of the increase in the middle school attendance, the numbers having risen in course of the year from 10,922 to 12,638, an increase of roughly 16 per cent. The total number of pupils attending secondary schools rose from 22,234 to 25,192, an increase of 13 per cent. A comparison of the returns showing the stages of instruction of the pupils in attendance is of interest:—

—	1911-12.	1912-13.	Percentage of increase.
High school stage	3,501	4,106	17
Middle school stage	4,592	6,282	37
Primary school stage	14,122	17,804	5

It will be seen that the increase in the enrolment is much most strongly marked in the middle classes. This increase confines itself almost entirely to English-teaching schools. The attendance in secondary vernacular schools remained almost stationary throughout the year. Regarding the middle school stage as still elementary, it will be plain from the foregoing table that the instruction which is most popular is an elementary education with a smattering of English. And this is easily intelligible. The advantages of a purely vernacular education pursued beyond the rudiments are not clear to the villager. The opportunities of an English education are obvious and striking. English education is the high road to social advance, to material advantage to the world of authority. What can be more natural then to parents interested in the education of their children than to be eager that they should learn English in their schools. This it is that is responsible for the rapid increase in the number of middle English schools and scholars. The number of middle English schools rose from 95 to 102 in the year under report, the number depending upon fee receipts and local subscriptions without aid from other sources increasing from 16 to 21. A serious problem arises. The middle English school is possibly the least efficient of all classes of educational institutions. Its pupils emerge ill-taught in English and in the vernacular. The schools are in the main poorly provided in every way, the staff impermanent and underqualified, the buildings unsuitable. The task of improving the existing schools will involve enormous expenditure—a scheme is in preparation; and it is impossible, as it would be unwise, to oppose the desire of the people for that form of education which they reasonably consider to be the best. Middle vernacular education, on the other

hand, is sound and unpopular, the schools as a rule well taught by trained teachers, the pupils well educated. At present vernacular and English education follow different paths. We oppose ourselves to Huxley's ideal school organization of "a great educational ladder with one end in the gutter and the other in the University." But, without allowing the metaphor too rigorous an application, it may be admitted that some effort in this direction is necessary. Vernacular and English education beyond the lower primary stage ought to be brought into contact with one another, so that the mere entrance to the higher classes of a vernacular school will not hinder a pupil from the highest rungs of the ladder if he has the strength which would enable him to reach them. Whether a solution is practicable or not I cannot say. The problem is full of difficulties, administrative and economic. All that can be said at this stage is that it is engaging the most careful consideration.

The educational ladder.

As to the advantages of middle vernacular schools from an educational point of view there can be no question, and it is satisfactory to be able to state that during the present year there has been no further decline in their popularity. The number of schools has increased from 35 to 36 and the number of pupils from 2,753 to 2,796. I trust that a time will come when it will be possible to report these numbers in tens of thousands instead of in single thousands. This may require a long focus in hope. But meantime, every circumstance, except paradoxically enough the ignorance and backwardness of the people, contributes to the discouragement of vernacular education beyond the lower primary stage. Up to the lower primary stage education is provided free and by the agency of the Local Boards. Should a school venture to proceed beyond that standard, fees are charged from the first class to the last, the teachers have to rely on fees and enterprise for the income which was formerly secure to them from public funds, and the pupils are debarred from entrance for the primary scholarship examinations. The wonder is less that middle vernacular schools should be unpopular than that they should have in any number continued in existence. Proposals were considered during the year for employing a portion of the Coronation grant received from the Government of India in removing these disabilities and it will be possible next year, I hope, to report substantial progress. It will of course take some years before advance reveals itself by way of statistics, and no rapidity of progress need be expected until something is done to bridge the valley between education on purely vernacular and education on Anglo-vernacular lines.

Middle vernacular schools.

CHAPTER V.

PRIMARY EDUCATION.

The figures of the recent Census shew that out of a population of just over seven million people in Assam close on six and three quarter million or 95·29 per cent are illiterate, that is, according to the test set by the Census Superintendent, they are unable to read and write a simple letter. The Educational Returns shew that 18·34 per cent. of the children of school-going age were attending school at the close of the year. In the previous year the percentage was 17·19 and on 31st March 1900 it was 13·21. Here we have a contrast which speaks of wastage—throughout a period of 12 years an average of say 15 per cent of the children at school and at the end of the time only 4·71 of the population literate. Had education been unknown in the land before the beginning of the century, the result would still have been disappointing. As it is, it is so unsatisfactory as to compel attention, as a matter of pre-eminent importance, to the need for the discovery and adoption of measures which will secure a higher degree of efficiency in our educational operations.

Efficiency of Primary education.

The immediate explanation is simple. The majority of children attending school leave school illiterate. They are sent only for a little time and withdrawn before they have mastered the rudiments. In the main they forget quickly what little they knew and swell the forces of the majority.

Period of school life.

Effect of capitation system.

The existence of this condition of affairs is no discovery. It was realized by Sir Bampfylde Fuller and the capitation system which prevails in Assam was introduced as a measure of solution. But the problem still remains. Such opinions as have been communicated to me in regard to the working of the capitation system and such conclusions as are safely deducible from statistics appear to indicate not only that it has not solved the problem, but that it has not even touched it. Yet it seems admirably designed for the purpose. If in the poverty of teachers and the consequent attraction of a reward for increase in the rolls of the upper classes, the numbers remain obdurately low, it is evident that the forces in opposition are very strong indeed, and that all the consideration and all the strength which the Department can afford must be continuously applied in the endeavour to overcome their influence.

Class statistics.

To this end it is necessary that the matter should come under careful survey every year. I have therefore collected special statistics for comment and examination and shall collect and comment on them annually hereafter. The following table shews the number of pupils attending the various classes of the vernacular schools in the province at the close of the year, and compares them with the numbers of the preceding year :—

Year.	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Total.	Remarks.
	A	B								
1	2	3	4	5	6	7	8	9	10	11
1911-12	53,671	37,939	26,154	19,845	11,443	1,414	461	183	151,110	Excluding 1,004 pupils in the Naga and Lushai Hills.
1912-13	52,627	45,271	28,640	20,057	10,866	1,226	419	239	159,345	
Increase or decrease in vernacular schools.	—1,044	+7,332	+2,486	+212	—577	—188	—42	+56	+8,235*	* After deduction above 7,231.
Increase or decrease in English schools.	—1,297		+241	+1,302	+924	+763	+639	+246	+2,818	
Total increase ...	+4,991		+2,727	+1,514	+347	+575	+597	+302	+11,053†	† After deduction as above 10,049.

Wastage.

It should be borne in mind that class VII is the close of what would be regarded in Europe as an elementary school course and that on a reasonable test, no pupil can be looked upon as literate who has not completed the Lower Primary course, that is, passed through class IV. Taking 45,805 (half the number of pupils in the two sections of standard I in 1911-12) as the annual rate of recruitment—it is a low estimate—and omitting altogether from consideration the pupils retained in the various classes on account of failure to obtain promotion, it will be seen that no fewer than 17,165 or 37·5 per cent fail to reach class II, 6,097 or 23·3 per cent of the balance fail to reach class III, and 8,979 or 45·2 per cent of the residue fail to reach class IV. That is to say, that a recruitment of 45,805 shews a wastage of 32,241 or just over 70 per cent.

This is of course a very rough and ready calculation. Were accuracy to be attained to it would be necessary for instance to take into account the retentions on account of failure to secure promotion, the transference from Vernacular to English schools, and the annual increase in the number of pupils joining school for the first time. But these considerations would not affect the outcome seriously. The results are sufficiently near the truth to be indicative.

The presentation is completed by the contrast between the figures of enrolment in class I(A), 52,627 with those in class VII, 239.

Decrease of enrolment in upper classes.

The figures of the enrolment in classes IV, V and VI are particularly disappointing, shewing an actual decrease of 577, 182 and 42 pupils in these classes. Although it is counterbalanced by an increase in the number of pupils in the corresponding class of English schools, the reduction in the number of pupils in class IV is very unexpected. The responsibility for the decrease is with the Surma Valley, the figures

for which are set forth in the table below :—

Year.	Class I. A	Class I. B	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11
1911-12	28,126	16,984	14,060	11,222	6,678	607	95	51	77,823*	* Excluding 1,004 pupils in the Naga and Lushai Hills.
1912-13	31,369	18,058	15,245	10,689	5,550	503	98	65	81,577	
Increase or decrease in vernacular schools.	+3,243	+1,074	+1,185	—533	—1,128	—104	+3	+14	+3,754†	† After deduction as above 2,750.
	+4,317									
Increase or decrease in English schools.	+66		—64	+559	+484	+435	+247	+138	+1,865	
Total increase ...	+4,383		+1,121	+26	—644	+331	+250	+152	+5,619‡	‡ After deduction as above 4,615.

It will be seen that the decrease in the highest Lower Primary class amounts in this valley to 1,128—a number in excess of the increase in classes III and IV of English schools taken together. This is a state of affairs which calls for the attention of the Inspector of Schools and the Deputy Inspectors. From Appendix B to the General Report I see that in the Habiganj subdivision there was a reduction of no fewer than 330 pupils in the IVth class of Lower Primary schools alone. This, accompanied as it was by a reduction of 9 in the number of schools, speaks ill for the influence of the Department in Habiganj. I have noted in a previous chapter that the Deputy Inspector has been transferred to a less important subdivision where it is hoped that with less to do he may be able to shew more satisfactory results. His successor will, I trust, realise the necessity for converting the retreat into an advance.

The Assam Valley returns are on the whole less unsatisfactory than those from the Surma Valley. They are noted below :—

Year.	Class I. A	Class I. B	Cass II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11
1911-12	20,955	25,545	12,094	8,623	4,765	807	366	132	73,287	
1912-13	21,258	27,213	13,395	9,368	5,316	723	321	174	77,768	
Increase or decrease in vernacular schools	+303	+1,668	+1,301	+745	+551	—84	—45	+42	+4,481	
Increase or decrease in English schools ...			+305	+743	+440	+328	+392	+108	+953	
	—1,363									
Total increase	+608		+1,606	+1,488	+991	+244	+347	+150	+5,434	

The wastage is still heavier, but there is at least a substantial increase indicating progress in all the Lower Primary classes. In one subdivision, Barpeta, there is a decline from 216 to 201 pupils in class IV. Here also the Deputy Inspector will have to set himself to bring about a change.

Measures against wastage.

The capitation system having failed to deal adequately with the difficulty of inducing parents to keep their children long enough in school, the question arises of what measures should be taken. As already stated, it will be necessary that the matter should be constantly in the forefront of consideration and it may be hoped that, if the problem is capable of solution otherwise than by the slow processes of social and economic change, measures will so suggest themselves. Positive action has not been neglected during the year. In view of the general situation, it was considered by the Conference of Educational Officers which met to discuss the question of the expenditure of the Coronation grant for Primary education that the first need of the province was less for an increase in the number of schools than for the improvement of the existing schools. If the efficiency of the schools be increased, it may be hoped that the teachers—better paid and better educated—will be of more influence in their neighbourhood and will be able to bring a stronger persuasion upon parents to retain their children

longer in school. Again, the average age of school leaving is determined to a certain extent by the standard which is set in the matter of complete accomplishment. If the standard of accomplishment is set at class IV, we may expect the majority of the children to leave school earlier than if the standard is set at class VII. The encouragement of village education in the upper vernacular classes should therefore re-act strongly in the Lower Primary classes. Up till this time, as indicated in an earlier chapter, the natural termination of a Local Board vernacular school course was class IV. If a school proceeded beyond that stage it had to depend on enterprise. Education up to the end of class IV has been free, education thereafter has had to pay its way; and this education which has had to pay its way has followed a path which leads away from ambition, diverging from the high road which leads by English education to the markets of profit and authority. These are circumstances of discouragement which could not fail to keep the standard of instruction low. The villager sends his boy to school largely, I take it, because it is the practice amongst the better people—it is respectable. Having satisfied the ceremonial obligation he draws him away because he wants him in the fields, he fears that learning will spoil him for his work, and knows that it will bring no adequate compensation. The advantages of an education which proceeds only up to the Lower Primary standard—the village limit—are not to be weighed in the same balance as the disadvantages, if the educand is spoiled for his village life and qualified for nothing else. With social and economic progress—which must advance with even step if our eagerness in spreading education is not to do harm instead of good—it may be hoped that literacy, becoming common, will influence only to the useful discontent which stimulates to participation in the opportunities of progress. For the rest, if literacy is to become general, it will be necessary to widen the horizon of village education—to bring the masses forward by taking the leaders further afield.

The Conference recommended that a portion of the Government of India grant should be spent in rendering vernacular education free right up to the end of the Middle Vernacular stage, implying of course the authorisation of the Boards to advance the education in all their schools, as pupils came forward and as funds permitted, so as to allow of their covering the full middle vernacular course. The measures adopted in consequence of the recommendations of the Conference and the further measures advised in pursuance, will fall to be reported on next year.

For the year under report it may be mentioned that the Imperial subsidy was spent on the improvement of buildings and equipment.

Attendance.

The percentages of attendance—an almost certain index of efficiency—remained low. The figures may be compared with those of 1911-12 :—

Year.	Lower Primary Schools.	Upper Primary Schools.	Middle Vernacular Schools.
1	2	3	4
1911-12	64	70	70
1912-13	67·6	74·6	76·5
Advance	6·6	4·6	6·5

It is noticeable that in each case the percentage of attendance has risen, and this is satisfactory. But the attendance is still much too irregular for good work. If pupils attend on an average only two days out of three, as is the case in village schools, continuity of instruction is impossible, and the task of the teacher who has to deal with four or five classes single handed grows desperate.

The importance of effecting an improvement in the regularity of attendance should be ever present in the minds of inspecting officers.

Premature removal from school, irregular attendance at school—I commend to inspecting officers of all grades the duty of using every endeavour to improve the situation in these respects. In so far as they effect a marked advance, they may congratulate themselves upon achievement.

It would be advantageous if the Department could say to parents " your children will not be admitted to school unless you bind yourselves to keep them there until

they reach Class IV: they will be expelled if their attendance is capricious." But the time is not yet ripe for measures of decision.

Board System.

I have commented in an earlier chapter on the excellence of the Local Board system in Assam. But there is one aspect of its operation which requires special consideration. In trusting the Boards with the charge of Primary Education we ask them to satisfy a demand which is rapidly increasing in costliness and volume with an income which increases but slowly. The growth of the income can hardly suffice to meet the normal increase in expenditure upon existing institutions and development must be retarded unless the Boards are helped by continuous, and continuously increasing, subsidies from the State. Again, where the district is backward, the income is small, and funds are least in evidence where they are most required.

During the year under report, the Boards spent—according to the returns shewn in Appendix C—Rs. 5,28,334 upon Primary education or Rs. 1,42,134 in excess of their obligations, and the number of Lower Primary schools rose from 2,872 to 3,074. Every Board, I am glad to say, spent more than the minimum, but in three subdivisions there was a decline in the number of schools. The figures in the following table do not do credit to the subdivisions referred to :—

Subdivision.	Number of Lower Primary schools in				Decrease.
	1909-10.	1910-11.	1911-12.	1912-13.	
1	2	3	4	5	6
Habiganj	287	286	280	271	16
South Sylhet	209	199	202	194	15
Karimganj	...	202	197	193	9

Actual expenditure in Habiganj has, according to the same Appendix, decreased from Rs. 38,937 in 1909-10 to Rs. 31,605 in the year under report.

These are figures which require to be looked into, and which I commend to the notice of the Inspector of Schools, the Deputy Inspectors, and the Boards concerned.

CHAPTER VI.

TRAINING OF TEACHERS.

General.

As there was no advancement during the year in the provision of facilities for training, the general statistics under this head—they will be found in Table IX—are uninteresting. The arrangements current at the beginning of the year continued unaltered except that the system of training by apprenticeship, which was in practice a pretence and had been long condemned, was done away with, and that the period of instruction in the training classes for village schoolmasters was extended from six months to a year. The courses of instruction have yet to be adjusted to the requirements of the new curriculum and a scheme which has been approved in outline has still to be presented in form for the general improvement of the normal schools, for the removal therefrom of the training classes for Lower Primary schoolmasters, and for the establishment of a number of new training schools at suitable centres in both valleys well accommodated and well provided with teachers and equipment in which adequate facilities will be offered for practice in teaching during the course of training. The double burden resting upon the Department, of reorganization in circumstances of change, and advance in a time of great educational activity, has hitherto prevented the final preparation and presentation of this scheme, as of many others which are still awaiting attention. Additional assistance has been given during the current year and it is hoped that a comprehensive scheme with regard to the training of teachers, both English and vernacular, will shortly be presented to the Administration.

Necessity for higher general qualifications.

The first qualification in a teacher is that he should himself be educated; the first training he requires, a sound general education; the minimum qualification which should be accepted as preliminary, the Middle Vernacular pass. And while such a standard cannot be at once insisted upon in practice, it can be emphasized as an end to be attained to as funds enable the Department to increase the pay of teachers and the advance of education makes itself obvious by a rise in the standard of instruction.

Present qualifications.

No particulars are furnished by the returns as to the educational qualifications of vernacular teachers. General Table IX shows that there were 5,118 vernacular teachers in the province at the close of the year, and that 2,109 of these were trained as against 2,017 at the close of the preceding year. It would be possible to strike a note of congratulation on the increase of 92 in the number of trained teachers. But the returns leave us uninformed as to the qualifications either of those who are trained or of those who are untrained; and while the trained man is as a rule better than the untrained, the point of precedence may be difficult of decision when one—a common case—has only the Lower Primary pass to his credit and the other—the usual case—no further addition than a meaningless apprenticeship, or a period of training in an institution which has attempted in a few months with a single teacher for 60 pupils to rub up his little learning and accomplish him without practice or demonstration in the technique of a most difficult calling.

Value of Lower Primary Training classes.

I must not be held as condemning altogether the Lower Primary Training classes which at present exist. They are the outcome of narrow financial conditions, and even if the advantages derived from a short course of training may in very many individual instances be obscure there can be no doubt that the general result has been beneficial. Even if a Lower Primary school teacher carries away from the training class little that is positive, he has been given an impulse in the right direction which should make it easier for the inspecting staff to advance his efficiency.

Large sums are needed for the improvement of the existing training schools and for the establishment of the new schools proposed. The first need however is not for the improvement of the training schools, although this is most important, but for the improvement of the terms of service so as to attract to the profession a less lowly educated class of men. And we are now fortunately, in view of the Government of India grants received and hoped for, in a position of expectancy that funds will soon be vouchsafed in measure sufficient to permit of village teachers being rewarded at rates which will equal the wages of unskilled labour.

General lines of advance.

It is impossible in the short space of such a report as this to indicate in detail the lines of advance. But the general outline and order of the programme of progress, which is in contemplation, is as follows:—

(1) to raise the pay of qualified teachers,

(2) to encourage by every possible means in general schools the advance of instruction beyond the Lower Primary standard, with a view to securing an adequate outturn of men to take up the work of teaching in village schools,

(3) to extend and improve facilities for the training of new teachers, and

(4) to attempt to raise the standard of qualifications in the case of existing teachers in part by training, in greater part by reserving any improvement in their pay until it has been earned by an improvement in their qualifications. The pandit in every school has the materials for study and for practice at hand and there would be little difficulty in testing his advance by the process of departmental examination.

The normal schools.

The principal training institutions in Assam are the Normal schools at Silchar and Jorhat with the training classes for Primary school teachers attached. The Silchar institution is admirably conducted by Babu Aghor Nath Adhikary, assisted by an energetic and capable staff. When the training class is removed, the course of instruction revised, the staff increased, the practising school enlarged and the period of instruction extended to three years at least, the Silchar Normal School will become worthy of the energy and ability of its superintendent. The Jorhat institution has for some time been in a very unsatisfactory condition. In 1911-12 it reached the depths, only two of its pupils succeeding in the Normal school examination. This year I am glad to say it has improved and 8 students of the second-year class of 1912-13 have proved successful. It has, however, still much leeway to make up before it can be regarded with any complacency.

Training schools in the hills.

Of the training institutions in the hills I have little to say. They appear to be doing their best in circumstances of great difficulty and on the whole doing fairly satisfactory work.

Training of English teachers.

The need for training is possibly more manifest in the case of English than in the case of vernacular teachers. The English teachers have at least a fair general education. The first requirement in their case is not an advance in the standard of their learning but a training in the theory and practice of their profession. Facilities in this regard are practically non-existent. At present Assam is allowed to send a few men for training annually to the excellent Training College at Dacca, a privilege for which we are most grateful. But this is a small measure of help. English teachers as a class are inexpert. The returns shew only 34 trained men out of 678 English and Classical masters. For the most part they are underqualified also, only 77 being returned as "possessing a degree". The need for an improvement in the pay and prospects of the profession is called for in their case, as in the case of the vernacular teachers. But the demand is not so clamant.

A new Training College for Assam is an immediate necessity—a college which would have to undertake the training not only of graduates and intermediate passed men but, what is more important, of all those teachers—the great majority of the staff—who have not got beyond the Matriculation. Much may be done in the case of English teachers by means of short special classes of training in particular subjects and it is hoped that this will be one of the principal features of the new college if it comes into existence. It is not, however, likely that we shall have a regular Training College for English teachers in Assam for some years to come. Action in these matters is slow, the scheme is one which requires the sanction of the Secretary of State, and until sanction is received it will not be possible to start upon the work of constructing the necessary buildings. Meantime immediate measures may be taken with but little expense to improve the present state of things. Time being allowed to him, the Headmaster of each High School must set himself to train his staff; and such facilities must be offered, as teachers' libraries and common rooms.

CHAPTER VII.

SPECIAL INSTRUCTION.

A.—Law.

Pleadership classes.

The only facilities for the study of Law in Assam during the year under report were provided by the small Pleadership class at Gauhati which survived the general abolition of the Assam classes at the time of the establishment of the Dacca Law College. It was apparently considered at that time that the continuance of the Pleadership classes in the Surma Valley would be prejudicial to the success of the new College and that students in the Surma Valley desirous of qualifying themselves as Pleaders might conveniently betake themselves for instruction to Dacca or Chittagong.

It has been urged that the only important effect of the abolition of the old Pleadership classes in Sylhet, Cachar and Sibsagar has been to make intending Pleaders travel for their training, thus discouraging local men and confirming the tendency of the Assam Bars to recruit their Pleaders from Bengal.

In the districts affected the abolition has been felt by the literate classes as a serious hardship. The High Court was accordingly moved during the year to sanction the recognition of three additional centres for the instruction of Pleaders in Assam, namely, Jorhat in the Assam Valley and Silchar and Sylhet in the Surma Valley. Correspondence has since been proceeding. Orders have been deferred until the High Court should have time to take the advice of the new Committee of Legal Education.

Proposed Law College.

A much more important step taken during the year was the decision to open a Law College at Gauhati in which graduates might be trained for the Law Degrees of the Calcutta University. A scheme has been duly submitted to the Government of India and the University have been moved to grant the necessary affiliation. The outcome of the negotiations will be narrated in next year's report.

B.—Medical.

Berry-White School.

The only medical institution in the province is the Berry-White Medical School at Dibrugarh, in connection with which considerable improvements are in contemplation. The question of the need for a medical school in the Surma Valley was raised and discussed during the year.

The total number of students on the rolls of the Berry-White School at the close of the year was 113, and 18 out of 23 students in the fourth-year class passed the Final Examination and received their diploma.

C.—Engineering and Industry.

Industrial schools.

Under this head there is little to report. The only attempts to provide technical or industrial training in the province are a few industrial schools including the Fuller Schools at Shillong and Kohima, and the Williamson Apprenticeship system, a note on which has been furnished by the Chief Engineer and is printed as an appendix.

The lack of advance along recognized lines is not matter for regret. The subject of technical and industrial education was by no means neglected during the year. It was much considered and discussed. The outcome, I hope, will be manifest, even if it manifests itself but slowly, in a better comprehension of and more adequate dealing with the problem.

In the matter of technical education Assam has marked time for half a century throughout which the call for practical education has been never silent. Effort after effort of commencement has been made to satisfy the call, and effort after effort has failed. It would have been easy during the year under report to effect substantial advance by traditional methods; but the progress would have been along the lines of failure. A pause for reflection could do nothing but good. The view which the Department has maintained is that the situation is less educational than economic, the cry less for technical and industrial education than for employment, for schools than for industries, and that to deal with it from an academic instead of an economic or industrial point of view would be not only to court failure but to ensure it.

The accusation of hostility to technical education was levelled at the Department. This is of course a mistake. Hostility to a school of opinion in regard to the functions of technical education and the measures to be taken for its advance was however manifest and decided. Let me state here again the view which I have stated elsewhere that the opening of industrial schools here and there without regard to the demand, filled by the grant of stipends to unwilling pupils and neither supplying nor working in the presence of any market, is mere futility. The establishment of such schools on a sound basis when they are really called for is of course advantageous, even if it be from a broad point of view unimportant; and the Department offered help freely in this regard. It is only in so far as Industrial (Carpentry) schools and Sub-Overseer classes have been the single and undiscriminating resource of the reformer that they have become ridiculous.

The subject was dealt with at a Conference held in course of the present year at Gauhati. The recommendations of the Conference initiating a constructive policy, and the action taken upon them will fall to be written of in next year's report.

D—Oriental Education.

Sanskrit Tols.

The main lines of progress appear to be—

(1) The improvement of the conditions of the Sanskrit tols.

(2) The grant of a sufficient number of scholarships on the results of the Assam Final Tol Examination tenable in recognized centres of Sanskrit learning.

(3) Popularising Sanskrit by introducing it into the extended course of Vernacular Training schools.

(4) Providing for Honours affiliation in Sanskrit at the Cotton College and including the subject in the courses of the Murarichand College, Sylhet.

(5) Increasing the pay and status of Sanskrit Pandits in High schools.

Despite the encouragement offered by the Government of India, but little progress was made during the year. Scholarships tenable in Bengal were freely granted. Honours affiliation in Sanskrit has been obtained for the Cotton College and the subject has been included in the courses of the Murarichand College—the Department has been fortunate enough to secure the services of first-class M. A.'s for both institutions—a scheme has been sanctioned for the improvement of the pay and prospects of Sanskrit Pandits in High schools, and action is being taken which will, it is hoped, result in the re-introduction of Sanskrit as a subject of study in the Normal schools : but up to date little or nothing has been done for the improvement of the condition of Sanskrit tols.

This is in part due to the fact that we have been awaiting the outcome of deliberations in Bengal in regard to the reconstitution of the Dacca Saraswat Samaj. The question seems now to be on a fair way to decision and it may be hoped that it will be found practicable within the course of the next twelve months to convene a Conference of those interested, to frame a scheme for the improvement of the tols system in Assam and to take advantage of the offers of assistance which have been made by the Government of India.

Madrassas.

It may be possible later to deal with Madrassas in this chapter as institutions occupying themselves primarily with training for the service of Islam. For the present however the purpose which they serve is general and they will be dealt with in the chapter upon Muhammadan education.

CHAPTER VIII.

FEMALE EDUCATION.

General.

In Assam as elsewhere in India female education has but few evangelists and has to make its way through opposition and indifference.

Leaving other adversities out of account, there can be little room for wonder that female education can show but small achievement, when the people of the province are still so far from persuasion on the general question of the value of education that 69 per cent of the boys are not sent to school and 70 per cent of the balance are withdrawn before they have been given time to seal themselves to literacy. But progress, steady even if it be pedestrian, is being achieved. The majority of the headquarters towns and the parts in which missionary influence is active are setting an example which is slowly informing the landward areas. The town schools are teaching girls beyond the elementary stages, some of whom may in due course help in the teaching of their country women. The first need is for teachers, the second and third for more and higher schools and for trained teachers. And over all is the need for larger subsidies from the public revenues. Every encouragement will have to be given to the schools at headquarters to advance their standard of instruction and to increase their enrolment, and new schools will have to be opened in mofussil areas. More difficult than action on these lines—which is rendered practicable in some measure by the grants received from the Government of India—is direct action for the supply of teachers. The Missions are moving in the matter of training teachers for their Mission work and the Department is co-operating to the full measure of its abilities. But to make a strong impression upon the course of female education in Assam it is necessary that we should have female teachers who have not been converted to Christianity. The time is not yet come when orthodox parents in any numbers will consent to send their children away from home with a view to their undertaking the work of teaching in strange places, and there is not in Assam any town large enough to provide local employment for the outturn of a training class. All that can be done at this stage is to encourage missionary enterprise, to advance the standard of education in non-Mission and other schools—to prepare the way by these, and other measures of encouragement and, for the rest, to hold ourselves alert for opportunity.

Advance.

At the close of the year, 3·7 per cent of the girls of Assam were attending school, an advance on the previous year's percentage of 3·4. The figures of attendance were 19,054 and 17,900, an actual increase of 1,154 girls or roughly $6\frac{1}{2}$ per cent. As is natural in a time of expansion, the bulk of the increase is returned in the classes of commencement. But it is encouraging to note that, although the numbers were small, the rate of increase was particularly rapid in the high and middle stages of instruction, the number of girls in the middle classes having risen from 105 to 156, the number in the four top classes—the high school classes proper—from 14 to 40. The total number of schools for girls rose from 252 to 268. There was an addition of 1 each to the number of girls' high and middle English schools.

Comparative percentage.

Of all the districts in the province, the Khasi and Jaintia Hills has by far the largest proportion of its girls at school, showing 21·5 per cent as against Goalpara, in this respect the most advanced of the plains districts with 4·6. Sibsagar with 2·2 per cent is the most backward of the progressive districts of the plains. Even the schools at the subdivisional headquarters stations in Sibsagar are very poorly supported. The district is noted for its public men. Here is a field for their activity. In Lakhimpur, the outermost district in the province, only 1·8 per cent of the girls are at school. In this as in other

matters of educational interest there is eagerness in Dibrugarh and liberal influences prevail. It may be anticipated that they will extend their application to the backward people in the landward of the district and that progress will soon be manifest.

High schools.

Up till the year under report, the only girls' high school in the province was the Welsh Mission School for Khasi Girls at Mawkhar, Shillong. In the beginning of January 1913 the same Mission—the Department owes much to their assistance—opened a high school class in their Middle English School in Silchar. This is the first high school for girls in the plains of Assam. A scheme for its development with aid from the Department is in preparation. In anticipation of the time—it is not far distant—when it will be proper to afford facilities for high school education in the Assam Valley, the University were requested and agreed to allow Assamese-speaking girls seeking to matriculate the same option as Bengali-speaking girls, that of submitting to an advanced examination in their own vernacular instead of in a classical language.

Middle English schools.

The Chief Commissioner, when on tour, urged the advance to the Middle English standard of several of the girls' schools at headquarters stations, and action in this regard has been proceeding.

Scholarships.

Meantime facilities have been granted liberally by way of special scholarships tenable in Bengal or Bihar to girls desirous of advancing their education beyond the standard locally attainable.

Co-education.

At present the majority of girls at school are attending schools primarily intended for boys. A comparison of the figures for 1911-12 and 1912-13 may be of interest :—

Year.	Number of girls reading in									
	High schools.		Middle English schools.		Middle Vernacular schools.		Primary schools.		Total.	
	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.	For boys.	For girls	For boys.	For girls.
1	2	3	4	5	6	7	8	9	10	11
1912-13	1	351	184	249	6	418	10,549	7,296	10,740	8,314
1911-12	1	200	149	265	11	438	10,181	6,655	10,342	7,558
Increase or decrease	...	+151	+35	−16	−5	−20	+368	+641	+398	+756

It will be observed that advance is most marked in those schools which are primarily intended for girls. Co-education beyond the most elementary stage is at present impossible in India. The great majority of girls reading in boys' schools get no further than the first class and have no opportunity of reading further in schools meant for girls alone. It was accordingly decided, with reference to the Coronation grant of Rs. 10,000, that the first object of expenditure should be the opening of special girls' schools in places where the attendance of girls in mixed schools was such as to justify the hope that the institutions would not fail for want of a sufficiency of pupils. A scheme was put in preparation—it has been sanctioned since the close of the year. For the year under report the grant was spent on the improvement of the buildings and equipment of existing schools.

Expenditure of Coronation grant.

Wastage.

The remarks in regard to wastage and irregular attendance in boys' schools may be read in connection with girls' schools. The following table shows the attendance in each class of the girls schools in the province :—

Year.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Class VIII.	Class IX.	Class X.	Total.
I	2	3	4	5	6	7	8	9	10	11	12
1911-12	5,985	982	657	246	108	54	31	13	4	3	8,083
1912-13	6,668	1,047	570	311	115	43	46	7	4	4	8,815
Increase or decrease ...	+683	+ 65	− 87	+ 65	+ 7	− 11	+ 15	− 6	...	+ 1	+732

Attendance.

The wastage, it will be seen, in girls' schools increases to 89 per cent and the percentages of attendance, as shown below, although they indicate an improvement are somewhat below the corresponding figures for boys' schools :—

Year.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Remarks.
1	2	3	4	5	6
1912-13 ...	67·8*	67·1	71·8	67	* Due apparently to irregular attendance at the Silchar Mission School.
1911-12 ...	73·1	61·6	69·3	65·8	
Increase or decrease ...	— 5·3*	+ 5·5	+ 2·5	+ 1·2	

In the case of girls' as in the case of boys' schools no endeavour must be omitted to improve the attendance and increase the length of the school life.

Zenana instruction.

An experimental centre of Zenana instruction was opened during the year in the town of Sylhet. The Inspectress reports that the Governess appointed by the Administration has met with every encouragement from the Secretary and a large committee of Indian ladies who are supervising the work. The experiment has so far been attended by marked success.

CHAPTER IX.

EDUCATION OF SPECIAL CLASSES.

A.—European and Anglo-Indian.

General.

Early in the year the Chief Commissioner indicated the intention of extending and improving the facilities offered in Shillong for the education of European and Anglo-Indian children. Later a Conference was held at Simla at which the question of European education in all its bearings was thoroughly discussed. A strong forward movement was made in Assam before the close of the year on the lines recommended by the conference.

Pine Mount School.

Sanction was accorded to proposals for improving the staff of the Pine Mount School ; a graduate lady teacher was appointed to allow of the retention of girls desiring to prosecute their studies as far as the Cambridge University Examinations ; the staff was otherwise strengthened, the system of accounts reorganized, many structural and other minor improvements carried out, and funds provided for the creation of a playground and the construction of a large Assembly Room and Recreation Hall. The school did good work throughout the year under the care of Miss Miles who devoted herself unsparingly to the welfare of the children in her charge.

Loreto Convent.

A grant of Rs. 35,000 was made to the Loreto Convent to enable it to extend its buildings : proposals were framed—they have been carried into effect—for bringing the school upon the aided list with a view to improving its staff, and obtaining for it the permission of the Cambridge University Syndicate to present candidates for the Junior School Leaving Certificate Examination. This school also has been performing excellent service.

Secondary School for boys.

An expression of gratitude is due to the Prefect Apostolic of Assam—the Very Reverend Dr. C. Becker—for the great assistance which he has rendered and is rendering to the Department in the cause of European education.

On Dr. Becker's motion, negotiations were entered into for the establishment of a considerable secondary school in Shillong for the education of European and Anglo-Indian boys. His influence secured for the proposed new school the services of the Irish Christian brothers whose work is so well known in India and elsewhere. The proposals are now in an advanced stage. A most advantageous site extending to

between 20 and 30 acres has been selected ; the detailed building plans are in preparation. The work of construction—it is a very large project—will take time : but it is hoped that the new school will be ready to receive scholars in the beginning of 1916.

With the new boys' school, which will offer accommodation for about 100 boarders, and the Pine Mount School and the Loreto Convent advanced to secondary status and extended in accommodation, Shillong should do much to relieve the present pressure upon the hill schools in Darjeeling and Kurseong.

Elementary education.

Proposals were also in preparation during the year for the establishment of a Mission School at Haflong in the Cachar Hills to provide facilities for elementary education at inexpensive rates for children of the poorer classes. It will, I hope, be possible to state in next year's report that all preliminaries have been settled and that the work of construction has been begun.

B.—Muhammadan Education.

Statistics.

The total number of Muhammadan pupils or students in institutions of all classes submitting returns to the Department rose from 44,904 to 47,079, the total number attending Colleges—a satisfactory increase—from 27 to 39, and the total number attending High, Middle and Primary schools from 38,518 to 40,741, an increase of 5·8 per cent or just under the general provincial increase of 5·9 per cent in the same classes of school. A larger percentage would have been more satisfactory : the Muhammadan community has much leeway to make up. The examinational returns are satisfactory as showing a more rapid rate of increase in the standard of instruction attained. 1,248 pupils as against 978 in the previous year received certificates at the close of the Lower Primary course, 442 as against 211 at the end of the Middle school course, and 38 as against 35 passed the Matriculation Examination. The University figures, I regret to report, shewed a temporary set back.

Employment.

Endeavours were made throughout the year to appoint Muhammadans to posts under the Department. 710 are now in employment as against 688 in the previous year. The utmost difficulty continues to be found in obtaining qualified Muhammadans for posts of responsibility.

Private institutions.

A considerable proportion of the Muhammadan school population was returned from "private institutions"—3,519 out of a total of 47,079. This proportion is declining.

Policy.

The measures to be taken to stimulate a more rapid advance are still undecided. Much consideration was given to the question in the course of the year both in Bengal and in Assam, action in Assam depending to a certain extent on the action to be taken in the larger province. A Conference will be held during the current year at which matters will be thoroughly threshed out. The problem of reconciling orthodoxy with progress without concessions to orthodoxy so burdensome as to render progress impossible has hitherto defied solution. The present form of reconciliation may be found—an extreme instance—in such institutions as the maktab at Sibsagar which sets itself, in deference to progress, to teach the little children who attend it, the ordinary school course in Assamese, and in deference to orthodoxy, to teach them Urdu and Persian and Arabic as well. The children are in school for 8 hours a day ; the outcome is paralysis.

Government Madrasa.

With a view to the establishment in the Surma Valley of an institution in which a sound education would be provided on Islamic lines, a scheme was framed and sanctioned during the year for the opening of a Government Madrasa at Sylhet. The public owe this Madrasa mainly to the energy of the Hon'ble Maulvi Syed Abdul Majid. It was started as a Junior Madrasa with a numerous and highly qualified staff, but will be raised to the senior standard so soon as policy in Bengal has declared itself and a decision is possible as to the courses of instruction which are to be followed in the higher classes.

Urdu in Lower Primary schools.

It has been decided to abandon the experiment, which was started in 1907-08, of teaching Urdu as an optional subject in Lower Primary schools. The option did not attract Muhammadan children to school, and was disadvantageous as extending a school course already offering more than sufficient difficulty.

C.—Education of Hill Tribes.

Education in tribal languages.

The principle of educating the hill tribes in and through the medium of their own language has been driven too far. In the North Cachar and in the Naga Hills, for example, where

the tribes are many in number and mutually unintelligible, it is in its fullness quite impracticable, and, being insisted upon, operates to the discouragement of progress. Action to modify the situation in this regard is imperative. But the case of each hill area requires to be separately considered and, in the general pressure of more urgent duties, it has not been found possible to take up the work. Special tours were made by the Inspectors of Schools in the Khasi and in the Garo Hills and recommendations submitted as to which it will be possible to report next year.

Higher education.

While elementary education cannot be too freely encouraged in the hills, the greatest care is required in the matter of secondary and collegiate education. It is most important that hill boys should not be betrayed into a course which will educate them out of satisfaction with such prospects as life in the hills affords or can be made to yield. We must have pioneers, but should not be eager for pioneers of discontent. Scholarships should be granted in ample number to allow of the training of boys of the hill tribes to fill the Government offices and serve the State in all departments in the hills. They are being so granted. What more is required may be determined by the demand. We should not stand in the way of the people receiving what they are ready and able to pay for.

Matriculation.

The road to higher education leads by the Matriculation Examination of the Calcutta University. The course of study is in many respects unsuited to pupils of the hill races. Three languages are required—English, a vernacular, and a classical language. The dialects of the hill tribes are not recognised. Every hill boy therefore desiring to matriculate has had to master three foreign languages. The Indian classical languages are alien and difficult. Latin is comparatively easy and has associations with English. Khasis, Lushais, Nagas are to be found in the High school at Shillong studying the Aeneid and the Gallic War. All this is very absurd. It may be inadvisable to spread an advanced education on literary lines rapidly amongst the hill races. But it is obviously wrong, in the case of individuals who wish to obtain such an education or whom we desire to provide with it, to place obstacles in their way, to compel them to take on their shoulders a task of learning much heavier than that which is imposed upon the pupils of the plains, and to prescribe for them a course of instruction which is unsuited to their educational requirements. Correspondence was accordingly entered into with the University with a view to the modification of the regulations. The decision has not yet been communicated.

D.—Education of the children of tea-gardens.

I regret that I am unable to report satisfactory progress.

CHAPTER X.

DISCIPLINE, PHYSICAL AND MORAL TRAINING.

Cotton College.

Proposals for the improvement of the hostel system of the Cotton College were considered by the Conference which met at Gauhati in September 1912, and action has since been taken to give effect to them.

Under the previous arrangements a single Provincial Educational Service officer was in charge of all the 150 Hindu students in the various scattered buildings. The charge was obviously too heavy for a single man. What was proposed and what has been sanctioned is that there should be one Provincial Educational Service officer in charge of the Muhammadan and one in charge of the Hindu hostel system. The Superintendent should be provided with family quarters not only in immediate contiguity but in actual covered connection with the hostel buildings. In view of the small number of Muhammadan students in residence the Muhammadan Superintendent would not require further assistance. But the Hindu Superintendent, who would act as resident Superintendent of the block to which his house was attached and would have general charge of the whole Hindu hostel system, would be helped by Assistant Superintendents residing in bachelor quarters in the other blocks. By this arrangement, there would be one Superintendent for every forty students in residence.

Proposals for the remuneration of the Superintendents were submitted and the following scale has been sanctioned :—

	Rs.	
Superintendent, Hindu hostel	50	a month with free family quarters.
Assistant Superintendent	25	a month with free bachelor quarters.
Muhammadan Superintendent	25	and free family quarters.

At the same time, as stated in a previous chapter, extensive proposals were submitted for additional hostel buildings. Plans and estimates were framed and sanctioned and the actual work of construction begun.

When the system is completed the Cotton College will be almost entirely a residential institution, and, if the professorial staff can be induced to take a proper part in the work of supervision, the principal requirements of a well established residential institution in which it will be easy to develop sound discipline and a healthy moral tone should be satisfied.

Murarichand College.

In the Murarichand College, for the smooth working of which in circumstances of difficulty I am indebted to Mr. A. C. Datta, the Officiating Principal, the discipline was entirely satisfactory throughout the year. With regard to the scheme of extension, I should have liked the new College buildings to be erected on the hills outside Sylhet—a mile or two from the heart of the town ; but this was not to be. And the ample grounds which are in acquisition and the residential system which has been designed should provide as adequately as is possible in the middle of a town for the disciplinary and other interests of the institution.

High Schools.

The conditions of school discipline are not satisfactory. I refer here only to the High Schools. The question of discipline hardly arises amongst the children who are enrolled in the other classes of school.

It will be remembered that in 1911 the buildings of the Goalpara High School were burnt down. This was the culmination of a period of active indiscipline in the school. The crime has never been brought home. There was a similar case with regard to the Maulvi Bazar High School during the year under report. Here again a series of acts of indiscipline found final expression in an attempt to burn down the school house. The attempt, while it did a considerable amount of damage, happily failed in its main purpose. The crime was brought home to a couple of school boys who having been acquitted in Court for want of evidence were expelled by the school committee. The state of discipline in the Maulvi Bazar school is at present very unsatisfactory. It is hoped that provincialization will be as successful in this case as it has been in the case of Habiganj.

Again, there were, I regret to say, in course of the year a number of cases of sodomy. The offence was not confined to a single area or division. In every case which disclosed itself prompt action was taken; the general punishment was expulsion. The issue of a number of cases to the light in course of a single year was largely fortuitous and there is no more reason for increased dissatisfaction in regard to the state of discipline in our schools on account of these incidents than there is reason for congratulation on account of the absence of cases of political indiscipline. So long as the emergence of indiscipline is dependent upon circumstances which under present conditions the Department does not and cannot control, the mere absence or rarity of overt acts of indiscipline in any particular year is unimportant.

The necessity for securing in the case of pupils attending high schools from outside that they should be properly looked after was foreseen by the committee who framed the new regulations of the University and included in Chapter XXI, section 2, the following proviso :—

> That when pupils are not resident with either parents or guardians, the school authorities will insist on such students living either in a hostel or a mess which is duly inspected and placed under the control of some person responsible to the headmaster of the school for the discipline and well-being of such pupils.

The system which has grown up around this regulation is a sham. In Assam where there are no large towns the greater part of the number of boys enrolled come from outside areas. A handful of these enter the school hostel and the rest put up with what are called recognized guardians, that is guardians who are recognized for the purpose of evading the regulation and who ordinarily exercise no control whatever over their nominal wards. In many cases the mufassil boy seeks for and obtains permission to erect a *basha* in the compound of the so-called guardian. In this he lives untroubled by control. In one case, an extreme instance, a large number of boys so accommodated

themselves in *bashas* in the compound of a single resident of a headquarters station, whose own son had to be expelled for gross misconduct. The whole question came up for consideration at the Inspector's Conference which was held in course of the year and the following recommendations were made—I quote from the proceedings :—

The next question considered was the expenditure on recurring objects of the grant of Rs. 12,000 for hostels.

As the high schools in this province are situated in small towns they have to look to the mafussil in great part for their enrolment. In some measure provision has been made by means of hostels for the housing and guarding of the boys coming in from outside ; but there are still a large number of boys living in conditions of complete uncontrol under the charge of people recognized as guardians who, as a matter of fact, in a great number of cases take no interest whatever in their nominal wards. The conditions of discipline are so unsatisfactory both in the Surma and in the Assam Valley that a grave responsibility is incurred in allowing the present state of affairs to continue. There seemed in the view of the Conference to be only one way of dealing with the situation, and that was to make the conditions of residence much more exacting, the Headmaster of each school being bound to satisfy himself by personal inspection and enquiry that the pupils under him, who were not resident with their parents or legal guardians, were living in conditions which on sanitary, moral and other grounds could be regarded as satisfactory. Those who were living in unsatisfactory conditions should be compelled to come under protection or to remove their names from the schools' rolls. To permit of any action of this kind it would be necessary that the hostel accommodation at present offered should be very considerably extended, and that the conditions of supervision should be improved.

One difficulty in the way was that boys could live very much more cheaply outside the hostel than in it. A very poor boy, for example, who could afford nothing but rice and salt, would be able to live on about Rs. 2-8 a month in a *basha* of his own, whereas if he came into the hostel he would be charged at least Rs. 6. Mr. Sudmersen stated in this connection that from an intimate survey which had been made by the Headmaster of the Cotton Collegiate School of the conditions of residence of all his outside pupils, he found that a considerable number were paying more for their support outside the hostel than they would have done if they had been resident. A number were of course paying less, but they were in the main living in conditions which could not possibly be approved ; and he considered it most desirable that compulsion should be brought to bear upon them to come into residence. In the case of pupils living outside the hostel, who could afford to come in but were unwilling to do so, the ruling factor in their decision was the desire to be free from all control.

The question was thoroughly discussed by the Conference and the following conclusions were arrived at :—

(1) That it was desirable that hostel accommodation should be so extended as to put the headmasters in a position to insist that every pupil who was living away from his own people and under unsatisfactory conditions of guardianship, should come into residence.

(2) That to remove the hardship which might be so occasioned in the case of boys of ability who might in this event be prevented by poverty from continuing their studies, a stipendiary allowance might be made, the rate being fixed at Rs. 3 a month as representing roughly the difference between the cost of living in their own homes and the cost of living in a school hostel. A maximum limit for these stipends of 10 per cent of the total number of boarders was suggested. The Indian members of the Conference were of opinion that even with this concession the compulsion would be exceedingly unpopular, but the situation was in their view so serious that the action proposed should nevertheless be taken.

(3) That the greatest care should be taken by superintendents to keep down the cost of living in the hostels under their charge, the scale of living, consistent with due nourishment, being set in view of the means of the poorer rather than of the more well-to-do students. The more-well-to-do might be allowed to make special purchases in addition to the ordinary fare.

(4) That it was essential to pay hostel superintendents at a much higher rate than was at present current and that it was desirable that a senior member of the school staff should in each case be in charge. To this end it was necessary that family quarters should be provided. In the case of large hostels—Mr. Barrow suggested hostels holding over 40 boys—there should, in addition, be a paid Assistant Superintendent resident in the hostel itself.

(5) That Medical Superintendents should be appointed, on the rates of allowance fixed by Government, to every hostel located in a place where there was an Assistant Surgeon or a Civil Hospital Assistant, and that where there was an opportunity of choice the Assistant Surgeon should be appointed.

The question was next considered of the menial staff which should be provided by the Government. The Conference were of opinion that, having regard to the unpopularity of the hostel system on account of its expense, and of the necessity which existed for popularising it, Government should take a liberal view of the possibilities of assistance from public funds. In particular it was thought advisable that an allowance at least should be provided towards the pay of the cooks, and it was pointed out that there is precedent for this in existing practice.

After considerable discussion it was decided to recommend an establishment on the following scale :—

(1) A whole-time sweeper on Rs. 10 a month for each school and hostel system.

(2) A chaukidar, who would also serve as a mali.

There was some difference of opinion as to the pay which should be fixed for the chaukidar ; Mr. Südmersen and Mr. Barrow considered that Rs. 8 would be quite sufficient, while the other members of the Conference recommended Rs. 10.

(3) In the case of large hostels, where it was found to be necessary, *e.g.*, if the water-supply was at a distance from the hostel, a *paniwalla* on Rs. 7.

(4) That Government should make an allowance for cooks at the rate of Rs. 10 for each 40 boys, a second grant of Rs. 10 only being given when the number of boys exceeded the limit by at least 10.

Action on these recommendations has been taken. Extensive hostel schemes have been framed for nearly every high school in the province, a statisfactory scale of payment for Hostel Superintendents has been introduced, Medical Superintendents have been appointed, and the menial staff recommended has been sanctioned.

Games.

Games flourished during the year under the auspices of the Upper and Lower Assam School Athletic Associations. The Inspector now desires to form a similar association in the Surma Valley.

Moral instruction.

I have as yet been unable, partly on account of the extreme difficulty of the problem, partly for want of time, and partly on account of the confusion and indecision of the counsels given by the Conference which was held at Dacca towards the close of the previous year, to frame any scheme for the introduction of moral instruction in schools. The subject has not however escaped attention. At various periods during the year it engaged most earnest consideration.

CHAPTER XI.

TEXT-BOOK COMMITTEES AND LIBRARIES.

Assam Valley Committee.

During the year under review the only book committee local to the province was the Assam Valley Text-Book Committee for the examination of books in Assamese. This committee held two meetings and examined ten books.

Eastern Bengal and Assam Committee.

The Eastern Bengal and Assam organization continued to work in the changed conditions. Proposals for the constitution of a separate Text-Book Committee and Sub-Committees for Assam were under consideration during the course of the year and have since been sanctioned. They will fall to be commented on in next annual report.

Want of Text-Books and Manuals.

In the matter of text-books, while the Surma Valley is comparatively well provided, the Assam Valley is very badly off. But few of the teachers' manuals which are necessary to instruction according to the lines laid down in the new syllabus have yet been translated into Assamese. And the effect of the syllabus in its endeavour to restrict the number of text-books to be placed in the hands of pupils in vernacular schools has naturally been to discourage enterprise on the part of authors and publishers.

Time did not afford itself during the year—it has not yet afforded itself—for the task of improving the situation. It may be expected, however, that the question of the supply of text-books will not much longer remain neglected now that the constitution of the Provincial Text-Book Committees has been sanctioned. But difficulties are manifold, and progress must be slow. There is little temptation to authors to prepare text-books beyond the Lower Primary courses in a language confined to an area which shews only some four or five hundred pupils reading in the Middle Vernacular classes.

System of teaching by manuals.

The system of teaching by means of manuals tends to degenerate in practice in the hands of inferior teachers into a system of lecturing and of learning by rote. It is probable that it will be found necessary to compromise with the older system and to encourage the production of text-books. The objection to teaching children mainly by means of text-books is that they incline to learn the book instead of the subject. The system of manuals, as it operates in practice with the manuals which have been produced and the teachers who use them, has simply carried the fault one stage further. The teachers learn the book instead of the subject and the pupils learn the teachers' notes.

College and School Libraries.

It was one of the conditions of the provincialization of the Murarichand College hat the library of the old institution should pass over to the Giris Chandra High

School. The full equipment of a new library had therefore to be faced and a sum of roughly Rs. 7,000 was spent during the year on a judicious selection of books. The library at the close of the year contained some 2,500 volumes. This does very well for a start.

The Principal of the Cotton College reports that full use is being made of the College Library. One thousand three hundred and sixty-four books were lent out during the year, an average of between 5 and 6 to each student of the college, and there was a daily attendance of 40 students in the library.

The equipment of school libraries requires much more consideration than it has yet been possible to give it. The libraries are in large part stocked with books which are quite unsuited to the stage of advancement of the pupils, and teachers' libraries are altogether absent. A study of the library register in a High school generally shews that few books have been lent out to school boys. The borrowers are boys in the highest classes; the books borrowed, for the most part, text books, books of reference, or classical works which they are unable to understand and which they must return unread or ununderstood. The question of the improvement of school libraries is under consideration. Their value as instruments of education has not yet been properly realized by Headmasters or teachers.

J. R. CUNNINGHAM,

Director of Public Instruction, Assam.

APPENDIX.

NOTE BY THE CHIEF ENGINEER, ASSAM, ON THE WORKING OF THE WILLIAMSON APPRENTICESHIPS, 1912-1913.

Under the scheme sanctioned in Assam Administration Resolution No. 4551G., dated the 19th May 1904, 20 youths were undergoing a course of training during the year ending 31st March 1913 as compared with 21 in the preceding year. The attached statement shows the distribution of these apprentices amongst the various workshops.

2. *Jorhat State Railway Workshop.*—Out of four apprentices who were under training at the close of the year 1911-12, one left the workshop on completion of his 3 years' course. Two more apprentices were admitted during the year, and they were all trained in drawing, carpentry and blacksmithing.

3. *Tezpur-Balipara Railway Workshop.*—Six apprentices were under training during the year, two of whom completed their course, each with a year's extension, and passed an examination held by the Executive Engineer. They were awarded certificates and the usual bonus. Two new admissions were made during the year under report. These with the four remaining apprentices are attending drawing classes and are reported to be making fair progress. Two of the apprentices are now living in the Boarding House attached to the Workshop.

4. *Public Works Department Workshop, Shillong.*—One Khasi apprentice at Shillong was learning Blacksmith's work, but his course was stopped in July 1912 owing to irregularity in attendance.

5. *Dibru-Sadiya Railway Workshop.*—Five apprentices were under training during the year, all of whom attended the Carpenter's shop. One of these completed his course in October 1912.

6. *Private Craftsman.*

(1) *Silchar.*—The apprentice referred to in last year's report completed his training in January 1912. The Executive Engineer reports that he has acquired a fair knowledge in simple drawing and can do rough carpentry, but has learnt very little of Blacksmithing, he is disinclined to do manual labour, but willing to take up work as a tracer, mohurrir, etc. In the opinion of the Executive Engineer the scheme does not work satisfactorily in the Cachar district.

(2) *Gauhati.*—One apprentice who was under training during the year 1911-12 completed his course during the year under report. He was taught drawing under the Subdivisional Draftsman and Smith's work under the Superintendent of Water-Works, in the small workshop attached to the Head works. Beyond pipe-fitting and petty repairs to the Water works machinery the apprentice got no opportunity of learning varied practical work. In view of the limited training in practical work available at Gauhati, the Executive Engineer does not recommend the appointment of a new apprentice.

7. Statement of expenditure.

				Rs.	a.	p.
Jorhat State Railway ...	For payment of stipends, Draftman's remuneration, etc.		...	377	10	9
Tezpur-Balipara Railway ...	Ditto	ditto	...	626	4	4
Public Works Department Workshop, Shillong.	Ditto	ditto	...	13	5	2
Dibru-Sadiya Railway ...	Ditto	ditto	...	494	5	8
Silchar	Ditto	ditto	...	103	3	7
Gauhati	Ditto	ditto	...	119	13	10
		Total	...	1,734	11	4

Statement showing the distribution of apprentices under training during the year ending 31st March 1913.

Name of workshop.	Number of apprentices under training.	Remarks.
1	2	3
Jorhat State Railway Workshop	6	
Tezpur-Balipara Railway Workshop	6	
Shillong Public Works Department Workshop ...	1	
Dibru-Sadiya Railway Workshop	5	
Silchar (Messrs. Ede Bros.)	1	
Gauhati Water-Works	1	
Total ...	20	

STATEMENTS.

Abstract Return of Colleges, Schools and Scholars in Assam

[For details, *see*

Area and population.							
Total area, in square miles.	Number of towns and villages.		Population.			—	
1	2		3			4	
61,471	Towns ...	21	Males ...	3,638,287		Institutions	For males
							,, females
	Villages ...	29,352	Females...	3,421,570		Total ...	...
	Total ...	29,373	Total ...	7,059,857			
						Scholars ...	Males...
							Females
						Total ...	

NOTE.—For purposes of columns 1, 2 and 3 the statistics of the last

RAL TABLE I.

at the end of the year 1912-1913.

General Table III.]

Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary and others.			
5	6	7	8	9	10	11	12	13	14	15	16
2	...	165	3,534	9	103	3,813	20	165	3,998	Institutions to number of towns and villages. 13·64	
...	...	12	256	...	...	268	...	3	271	·92	
2	...	177	3,790	9	103	4,081	20	168	4,269	14·53	
360	...	25,249	138,236	358	4,161	168,364	689	5,795	174,848	Male scholars to male population of school-going age. 32·04	
...	...	1,209	17,845	3	28	19,085	8	347	19,440	Female scholars to female population of school-going age. 3·79	
360	...	26,458	156,081	361	4,189	187,449	697	6,142	194,288	18·34	

Census should be utilised.

Abstract Return of Expenditure on Public Instruction

[For details, *see*

	Total Direct Expenditure on Public Instruction.§					
	Collegiate Education.		School Education, General.		School Education, Special.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	77,483	...	4,00,598	5,02,079	40,576	55,625
1. Institutions ... „ females	...	...	24,778	35,708	...	.....
Total ...	77,483	...	4,25,376	5,37,787	40,576	55,625
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·32	...	11·98	4·88	4·74	4·70
(*b*) Percentages* of District or Local Fund Expenditure included in columns 2—17 to Total District or Local Fund Expenditure on Public Instruction.	...	...	7·97	66·22	·38	...
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	...	...	16·11	49·76	...	2·57
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4·07	...	22·34	28·25	2·13	2·92
3. Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	135 14 6	...	9 3 2	5 13 2	138 2 4	161 14 4
Government institutions. Cost to District or Local and Municipal Funds.	...	...	0 5 3	...	8 15 9	...
Government institutions. Total cost ...	229 7 8	...	23 5 4	5 13 2	147 2 10	194 13 11
District or Local Fund schools,‡ Cost to Provincial Revenues ...	...	...	...	0 0 4	...	...
District or Local Fund schools,‡ Cost to District or Local Funds	...	...	5 2 0	3 2 11	...	...
District or Local Fund schools,‡ Total cost ...	...	...	11 7 3	3 3 11	...	...
Municipal schools,‡ Cost to Provincial Revenues ...	...	...	...	...	...	...
Municipal schools,‡ Cost to Municipal Funds	...	...	...	3 8 8	...	...
Municipal schools,‡ Total cost ...	...	...	...	5 1 11	...	...
Aided institutions... Cost to Provincial Revenues ...	...	...	2 5 10	1 9 4	23 1 1	2 14 10
Aided institutions... Cost to District or Local and Municipal Funds.	...	...	3 4 9	0 7 6	...	0 2 8
Aided institutions... Total cost ...	...	...	16 6 0	7 5 1	41 10 5	6 15 10
Unaided institutions—Total cost	...	...	16 14 11	11 11 5	...	2 11 3
All institutions ... Cost to Provincial Revenues ...	135 14 6	...	3 9 8	0 4 1	105 9 1	9 3 0
All institutions ... Cost to District or Local and Municipal Funds.	...	...	2 1 1	2 11 1	6 7 0	6 1 8
All institutions ... Total cost ...	229 7 8	...	17 15 0	3 10 11	117 4 4	14 1 10

RAL TABLE II.

in Assam for the year 1912-1913.

General Table IV.]

Total.	Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,76,361	...	55,897	1,29,778	60,682	2,82,506	86,305	1,51,939	7,67,107	19,03,954
60,486	...	...	...	...	...	...	...	...	
11,36,847	...	55,897	1,29,778	60,682	2,82,506	86,305	1,51,939	7,67,107	19,03,954
33·62	...	5·86	16·82	4·77	24·40	3·70	9·32	66·38	100
74·57	...	...	·02	2·47	10·80	9·13	2·84	25·43	100
68·45	...	...	...	6·09	16·34	5·85	3·28	31·55	100
59·71	...	2·93	6·87	3·18	15·88	4·53	7·98	40·29	100

Rs. a. p.
22 3 3
0 7 11
35 5 10
0 0 4
3 2 4
3 6 0
3 8 8
5 1 11
2 0 9
1 7 4
10 10 5
6 14 5
1 6 11
2 8 3
6 7 8

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in District or Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ARTS COLLEGES.																
Collegiate education — English	2	360	342	308	...	..	...	...	...	...	...	...	...	...	...	...
Colleges for professional training.	...	...	...	...	...	..	...	...	...	...	...	...	..	..	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	..
Total	2	360	342	308	...	...	..	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School Education, General. — For Boys— High Schools .. English ..	11	4,596	4,130	3,651	...	...	...	...	...	...	...	...	9	2,934	2,512	2,094
Middle Schools .. English ..	5	741	690	561	12	1,995	1,822	1,522	..	...	..	...	64	7,934	6,997	5,490
Middle Schools .. Vernacular .	17	1,503	1,460	1,165	7	443	423	320	..	...	..	..	10	721	731	562
Total for Boys' Schools ..	33	6,840	6,280	5,377	19	2,438	2,245	1,842	..	..	...	...	83	11,589	10,240	8,146
For Girls— High Schools ..English ..	...	...	...	...	..	..	..	...	...	..	..	...	1	143	128	89
Middle Schools .. English ..	3	238	227	166	..	..	..	...	...	..	..	...	...	..	...	...
Middle Schools .. Vernacular..	1	80	68	39	..	..	..	...	...	..	..	...	5	338	344	261
Total for Girls' Schools ..	4	318	295	205	..	..	..	..	...	..	..	..	6	481	472	350
Grand total Secondary Schools for Boys and Girls.	37	7,158	6,575	5,582	19	2,438	2,245	1,842	...	...	..	..	89	12,070	10,712	8,496
Primary Schools.																
For boys .. Upper Primary ..	...	...	...	...	13	735	636	487	..	..	..	..	59	3,077	2,926	2,331
For boys .. Lower ,, ..	53	1,483	1,313	1,076	2,637	123,166	1,14,863	82,393	..	...	...	...	597	13,278	12,785	9,488
Total Primary Schools for Boys	53	1,483	1,313	1,076	2,650	123,901	1,15,499	82,880	..	...	...	...	647	16,355	15,711	11,819
For Girls .. Primary	2	131	132	102	192	5,448	5,384	3,595	..	..	..	..	28	960	892	643
Total Primary Schools for Girls	2	131	132	102	192	5,448	5,384	3,595	..	..	..	..	28	960	892	643
Grand total Primary Schools for Boys and Girls.	55	1,614	1,445	1,178	2,842	129,349	120,883	86,475	..	...	..	..	675	17,315	16,603	12,462
Schools for Special Instructions.																
School Education, Special. — Training Schools— (a) For Masters	7	248	248	231	...	...	...	...	...	...	...	...	2	113	98	88
(b) For Mistresses	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	..
Law Schools	..	..	..	..	...	...	...	...	...	...	...	...	...	...	...	..
Medical Schools	1	135	138	107	...	...	...	...	...	...	...	...	...	...	...	..
Engineering or Surveying Schools	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..
Industrial Schools for Boys .	5	41	41	36	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools — Madrassas ..	...	...	...	...	..	..	...	...	...	...	...	..	27	2,206	2,019	1,527
Other Schools — Miscellaneous Schools (Tols.)	.	..	..	..	...	...	..	..	..	...	...	..	17	439	446	218
Total ..	13	424	427	374	...	...	...	...	..	...	...	..	46	2,758	2,563	1,833
Total of Colleges and Schools of Public Instruction.	107	9,556	8,789	7,442	2,861	131,787	123,128	88,317	..	...	...	..	810	32,143	29,878	22,791

Private Institutions ..	1. Advanced, teaching— (a) Arabic or Persian				...	...
	(b) Sanskrit				...	...
	2. Elementary, teaching a Vernacular only or mainly	For boys			...	...
		,, girls			...	...
	3. Elementary, teaching the Koran	For boys			...	...
		,, girls			..	...
	4. Other schools, not conforming to Departmental standards ..	For boys			..	...
		,, girls			..	..
				Total		..
			Grand Total for 1912-1913			..

RAL TABLE III.

Assam for the official year 1912-1913.

management.						Number of Scholars on the 31st March learning—											Classification of scholars on 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24(a)	24(b)	24	25(a)	25(b)	25	26(a)	26(b)	26	27	28	29	30	31	32	33	34
...	...	...	...	2	360	344	..	344	210	..	210	344	...	344	...	...	315	39	...	1	5	
..	..	..	..	...	...	...	..	...	...	..	...	..	...	..	...	..	...	...	..	..	..	
..	..	..	..	...	...	...	..	...	..	..	..	..	...	..	...	..	...	...	..	..	..	
...	...	...	...	2	360	344	..	344	210	..	210	344	..	344	..	...	315	39	..	1	5	
7	2,419	1,976	1,624	27	9,949	9,948	1	9,949	4,214	...	4,214	9,948	1	9,949	1	..	7,732	1,921	...	130	166	
21	1,968	1,895	1,402	102	12,638	9,383	86	9,469	122	...	122	12,454	184	12,638	184	..	8,194	2,716	3	899	826	
2	129	125	92	36	2,796	...	...	...	...	..	...	2,790	6	2,796	6	..	2,141	436	...	30	189	
30	4,516	3,996	3,118	165	25,383	19,331	87	19,418	4,336	...	4,336	25,192	191	25,383	191	..	18,067	5,073	3	1,059	1,181	
1	245	244	174	2	388	23	260	283	..	2	2	37	351	388	..	37	121	1	..	230	36	
1	31	38	26	4	269	20	99	119	...	...	...	...	210	210	..	29	196	13	59	1	...	
...	...	...	...	6	418	...	..	...	..	..	..	...	418	418	..	...	381	35	..	..	2	
2	276	282	200	12	1,075	43	359	402	...	2	2	37	979	1,016	..	57	698	49	59	231	38	
32	4,792	4,183	3,318	177	26,458	19,374	446	19,820	4,336	2	4,338	25,229	1,170	26,399	191	57	18,765	5,122	62	1,290	1,219	
6	265	251	222	69	4,077	381	41	422	8	...	8	3,790	287	4,077	237	..	2,078	539	1	1,023	436	
178	6,274	5,672	4,430	3,465	144,201	309	114	423	476	115	591	133,939	10,262	144,201	10,26	..	86,433	33,817	...	7,477	16,474	
184	6,539	5,923	4,652	3,534	148,278	690	155	845	484	115	599	137,729	10,549	148,278	10,549	..	88,511	34,356	1	8,500	16,910	
34	1,264	1,130	884	256	7,803	..	46	46	..	...	...	507	7,296	7,803	..	507	5,423	1,263	2	740	375	
34	1,264	1,130	884	256	7,803	..	46	46	...	...	...	507	7,296	7,803	..	507	5,423	1,263	2	740	375	
218	7,803	7,053	5,536	3,790	1,56,081	690	201	891	484	115	599	138,236	17,845	156,081	10,549	507	93,934	35,619	3	9,240	17 285	
...	...	...	...	9	361	91	3	94	...	...	...	358	3	36	3	...	179	17	...	60	105	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..	..	..	
1	13	14	10	1	13	13	...	13	..	...	...	...	..	..	..	...	13	...	..	..	..	
...	...	...	...	1	135	135	...	135	..	...	...	...	...	...	...	...	102	20	...	6	7	
...	...	...	..	...	...	...	...	...	..	...	...	...	..	...	..	..	...	...	..	..	...	
..	...	...	...	5	41	15	...	15	..	..	...	26	..	26	..	..	16	...	..	18	7	
8	545	482	387	35	2,751	126	...	126	2,694	28	2,722	2,368	17	2,385	28	..	8	2,743	..	..	...	
44	810	800	633	61	1,249	...	...	...	1,121	...	1,121	243	..	243	...	..	1,135	...	..	..	114	
53	1,363	1,282	1,020	112	4,550	380	3	383	3,815	28	3,843	12,995	20	3,015	31	..	1,453	2,780	...	84	233	
303	13,968	12,537	9,884	4,081	187,449	20,758	650	21,438	8,845	145	8,990	166,804	19,035	185,839	10,771	564	1 14,467	43,560	65	10,615	18,742	
	...	...	...	11	560	...	..	..	552	8	560	107	4	111	8	..	...	560	..	..	..	
	...	...	...	9	137	..	..	..	137	..	137	.	..	..	..	..	137	..	..	..	...	
	...	..	...	42	1,100	..	..	..	...	...	...	1,043	57	1,100	57	..	591	160	..	137	212	
	...	...	...	1	26	..	..	..	..	..	..	...	26	26	..	...	26	...	..	..	..	
	...	...	...	82	2,548	..	..	..	2,364	184	2,548	...	...	...	184	..	...	2,548	..	..	..	
	...	...	...	...	..	..	..	..	...	...	...	..	..	...	..	...	..	...	..	..	..	
	...	...	...	41	2,388	1,495	2	1,497	245	..	245	2,302	28	2,330	28	..	1,870	246	..	54	218	
	...	...	...	2	80	..	...	...	...	...	...	28	52	80	..	28	55	5	2	18	..	
	...	...	...	188	6,839	1,495	2	1,497	3,298	192	3,490	3,480	167	3,647	277	28	2,679	3,519	2	209	430	
	...	...	..	4,269	194,288	22,283	652	22,935	12,143	337	12,480	170,284	19,202	189,486	11,048	592	117,146	47,079	67	10,824	19,172	

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1913, classified according to Sex, Race, or Creed.

—	Europeans and Eurasians.	Native Christians.*	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
Arts Colleges.									
English ... Male ...	...	1	109	206	39	...	...	5	360
English ... Female ...	...	...	...	...	...	...	...	...	...
Oriental ... Male ...	...	...	...	...	...	...	...	...	...
Oriental ... Female ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law ... Male ...	...	...	...	...	...	...	...	...	...
Law ... Female ...	...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...	...
Medicine ... Female ...	...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	...	...	...	...	...	...	...
Teaching ... Female ...	...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...	...
Agriculture ... Female ...	...	...	...	...	...	...	...	...	...
Total	...	1	109	206	39	...	...	5	360
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High Schools Male ...	...	130	1,721	6,010	1,921	2	...	164	9,948
High Schools Female ...	...	...	...	1	...	...	...	...	1
Middle Schools—									
English ... Male ...	1	748	1,491	6,691	2,716	3	...	804	12,454
English ... Female ...	2	151	2	10	...	...	...	19	184
Vernacular Male ...	...	30	319	1,816	426	...	...	189	2,790
Vernacular Female ...	...	...	...	6	...	...	...	...	6
For Girls—									
High Schools Male ...	...	23	4	7	1	...	...	2	37
High Schools Female ...	...	207	9	101	...	...	...	34	351
Middle Schools—									
English ... Male ...	20	...	...	...	...	...	...	...	20
English ... Female ...	39	1	27	169	13	...	...	...	249

* Will include Aboriginal Christians.

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March 1913, *classified according to Sex, Race, or Creed*—continued.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL —*concluded.*									
Secondary Schools—concluded.									
For Girls—*concluded*— Middle Schools—*concluded.*									
Vernacular ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	85	296	35	...	...	2	418
Total	62	1,290	3,658	15,107	5,122	5	...	1,214	26,458
Primary Schools.									
For Boys ... Male ...	...	5,246	7,819	75,694	33,365	53	...	15,552	137,729
Female ...	1	3,254	493	4,505	991	2	...	1,303	10,549
„ Girls ... Male ...	...	210	29	182	23	...	...	63	507
Female ...	2	530	743	4,469	1,240	...	...	312	7,296
Total	3	9,240	9,084	84,850	35,619	55	...	17,230	156,081
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*									
Training Schools. Male ...	...	60	33	146	17	...	...	102	358
Female ...	...	...	...	...	...	...	...	3	3
Schools of Arts Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	6	7	...	...	...	...	13
Female ...	...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	6	24	78	20	...	...	7	135
Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	18	1	15	...	...	...	7	41
Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools. Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Male ...	...	...	...	8	2,715	...	...	...	2,723
Female ...	...	...	...	...	28	...	...	...	28
Miscellaneous (Tols). Male ...	...	...	1,070	65	...	...	...	114	1,249
Female ...	...	...	...	...	...	...	...	...	...
Total	...	84	1,134	319	2,780	...	...	233	4,550
Total of Colleges and Schools of Public Instruction ...	65	10,615	13,985	100,482	43,560	60	...	18,682	187,449

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31st March 1913, *classified according to Sex, Race, or Creed*—concluded.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced, teaching—									
(*a*) Arabic or Persian. Male	...	...	...	...	552	...	...	...	552
(*a*) Arabic or Persian. Female	...	...	...	...	8	...	...	...	8
(*b*) Sanskrit ... Male	...	...	137	...	...	...	...	...	137
(*b*) Sanskrit ... Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A—Vernacular only or mainly—									
For boys ... Male	...	114	98	470	160	...	...	201	1,043
For boys ... Female	...	23	4	19	...	...	...	11	57
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	10	16	...	...	...	...	26
Elementary, teaching— The Koran only—									
For boys ... Male	...	...	...	...	2,364	...	...	...	2,364
For boys ... Female	...	...	...	...	184	...	...	...	184
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—									
For boys ... Male	...	40	309	1,547	246	3	...	215	2,360
For boys ... Female	...	14	...	14	...	...	...	...	28
For girls ... Male	...	4	...	23	1	...	...	...	28
For girls ... Female	2	14	...	32	4	...	...	...	52
Total of Private Institutions ...	2	209	558	2,121	3,519	3	...	427	6,839
Grand Total	67	10,824	14,543	102,603	47,079	63	...	19,109	194,288

GENERAL TABLE No. IV.

Return of Expenditure on Public Instruction

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges.							
Collegiate Education — Arts Colleges	56,481	...	...	21,002	...	...	77,483
Collegiate Education — Colleges for Professional Training	...	...	...	...	...	...	...
Collegiate Education — Law College	...	...	...	...	...	...	...
Total	56,481	...	...	21,002	...	...	77,483
Secondary Schools.							
School Education, General. — For Boys— High Schools — English	34,900	...	...	74,487	73	593	1,10,053
Middle Schools — English	6,042	425	...	3,831	9	...	10,307
Middle Schools — Vernacular	12,328	1,633	23	4,841	20	...	18,845
Total for Secondary Schools for boys	53,270	2,058	23	83,159	102	593	1,39,205
For Girls— High Schools — English	...	...	...	...	...	...	...
Middle Schools — English	12,431	...	...	114	...	...	12,545
Middle Schools — Vernacular	1,344	...	60	...	181	4	1,589
Total for Secondary Schools for girls	13,775	...	60	114	181	4	14,134
Total for Secondary Schools both for boys and girls	67,045	2,058	83	83,273	283	597	1,53,339
Primary Schools.							
For Boys — Upper Primary	...	...	...	...	...	...	...
For Boys — Lower ,,	6,242	...	...	...	...	...	6,242
Total for Primary Schools for boys	6,242	...	...	...	...	...	6,242
For Girls — Primary	2,174	...	...	...	...	...	2,174
Total for Primary Schools for girls	2,174	...	...	...	...	...	2,174
Total Primary Schools for boys and girls	8,416	...	...	...	...	...	8,416
Schools for Special Instructions.							
Training Schools for— (*a*) Masters	34,266	2,228	...	...	...	...	36,494
(*b*) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	26,020	...	...	3,194	...	...	29,214
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	2,960	...	...	...	...	2,708	5,668
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrassas	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools, *e.g.*, *tols*	...	...	...	...	...	...	...
Total	63,246	2,228	...	3,194	...	2,708	71,376
Total of Direct Expenditure	1,95,188	4,286	83	1,07,469	283	3,305	3,10,614
INDIRECT EXPENDITURE.							
Buildings	1,48,043	...	...	...	...	...	1,48,043
Furniture and apparatus (special grants only)	22,333	...	...	...	...	...	22,333
Total	1,70,376	...	...	...	...	...	1,70,376
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in — Primary ,,	...	...	...	...	...	...	...
Scholarships or Stipends held in — Medical Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in — Other Special Schools	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	1,70,376	...	...	...	...	...	1,70,376
Total Expenditure on Public Instruction in 1912-1913	3,65,564	4,286	83	1,07,469	283	3,3 5	4,80,990

TABLE IV.

in Assam for the official year 1912-1913.

Public instructions.

Under public management.

Managed by District or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muslin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' Revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	8,101	...	12,663	3	63	20,830	...	...	...	...	...	...	...
...	3,411	...	1,428	44	...	4,883	...	...	...	...	...	...	...
...	11,512	...	14,091	47	63	25,713	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	11,512	...	14,091	47	63	25,713	...	...	...	...	...	...	...
...	3,266	1,065	1,063	31	4	5,429	...	...	...	...	...	...	...
2,937	3,53,984	5,303	3,523	2,130	...	3,67,877	...	...	...	...	...	...	...
2,937	3,57,250	6,368	4,586	2,161	4	3,73,306	...	...	...	...	...	...	...
...	21,552	522	...	403	...	22,477	...	...	...	...	...	...	...
...	21,552	522	...	403	...	22,477	...	...	...	...	...	...	...
2,937	3,78,802	6,890	4,586	2,564	4	3,95,783	...	...	...	...	...	...	...
...	...	...	...	...	...	...

Return of Expenditure on Public Instruction

Objects of expenditure.	Public instructions—*concld.*						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.							
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education ... Arts Colleges	...	...	...	...	...	...	...
Colleges for Professional Training	...	...	...	...	...	...	...
Law College ...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
SECONDARY SCHOOLS.							
School Education, General: For Boys— High Schools ... ... English	17,817	...	...	40,376	2,030	1,334	61,557
Middle Schools ... ... English ...	4,462	25,933	1,078	42,221	14,408	7,822	95,924
Middle Schools ... ... Vernacular ...	207	4,441	...	2,965	1,130	19	8,752
Total for Secondary Schools for boys	22,486	30,374	1,078	85,552	17,568	9,175	1,66,233
For Girls— High Schools ... ... English	1,440	...	...	120	...	816	2,376
Middle Schools ... ... English ...	...	...	...	...	...	...	...
Middle Schools ... ... Vernacular ...	1,428	2,409	1,468	359	1,128	18	6,810
Total for Secondary Schools for girls	2,868	2,409	1,468	479	1,128	834	9,186
Total Secondary Schools both for boys and girls ...	25,354	32,783	2,546	86,031	18,696	10,009	1,75,419
PRIMARY SCHOOLS.							
For Boys ... Upper Primary	2,207	5,279	...	4,000	3,086	3,288	16,860
For Boys ... Lower ,, ...	22,488	236	523	151	5,939	66,762	96,099
Total for Primary Schools for boys	24,695	5,515	523	4,151	9,025	69,050	1,12,959
For Girls ... Primary	1,601	1,043	708	244	694	4,251	8,541
Total for Primary Schools for girls	1,601	1,043	708	244	694	4,251	8,541
Total for Primary Schools for boys and girls ...	26,296	6,558	1,231	4,395	9,719	73,301	1,21,500
SCHOOLS FOR SPECIAL INSTRUCTIONS.							
Training Schools for— (a) Masters	2,261	...	...	...	...	1,821	4,082
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... Madrassas	4,580	...	180	1,033	5,118	1,780	12,691
Other Schools ... Miscellaneous Schools, *e.g.*, Tols ...	2,639	...	240	...	247	1,418	4,544
Total	9,480	...	420	1,033	5,365	5,019	21,317
Total of Direct Expenditure	61,130	39,341	4,197	91,459	33,780	88,329	3,18,236
INDIRECT EXPENDITURE.							
Buildings	34,606(a)	2,079	351	1,931	1,684	9,988	50,639
Furniture and apparatus (special grants only)	6,193	1,171	...	1,064	300	629	9,357
Total	40,799	3,250	351	2,995	1,984	10,617	59,996
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in: Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total Charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols ...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure...	40,799	3,250	351	2,995	1,984	10,617	59,996
Total Expenditure on Public Instruction in 1912-1913 ...	1,01,929	42,591	4,548	94,454	35,764	98,946	3,78,232

(a) Rupees 2,444 was spent for building in Lushai Hills District and paid from the Political Funds.

TABLE IV—*concld.*

in Assam for the official year 1912-1913—concld.

management.				Total expenditure from								Remarks.
Unaided.								All other sources.				
									Public.			
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	Grand total.	
30	31	32	33	34	35	36	37	38	39	39a	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	56,481	...	...	21,002	...	...	...	77,483	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	56,481	...	...	21,002	...	...	...	77,483	
26,096	8,207	1,202	35,505	52,717	...	...	1,40,959	13,439	...	...	2,07,115	
6,442	6,264	20,286	32,992	10,504	34,459	1,078	65,157	48,855	...	...	1,60,053	
183	767	...	950	12,535	9,485	23	9,407	1,980	...	...	33,430	
32,721	15,238	21,488	69,447	75,756	43,944	1,101	2,15,523	64,274	...	...	4,00,598	
199	...	1,259	1,458	1,440	...	...	319	2,075	...	...	3,834	
...	...	...	...	12,431	...	...	114	...	...	...	12,545	
...	...	...	...	2,772	2,409	1,528	359	1,331	...	...	8,399	
199	...	1,259	1,458	16,643	2,409	1,528	792	3,406	...	...	24,778	
32,920	15,238	22,747	70,905	92,399	46,353	2,629	2,16,315	67,680	...	...	4,25,376	
97	1,180	...	1,277	2,207	8,545	1,065	5,160	6,589	...	...	23,566	
440	1,792	6,063	8,295	31,667	3,54,220	5,826	4,114	82,686	...	...	4,78,513	
537	2,972	6,063	9,572	33,874	3,62,765	6,891	9,274	89,275	...	...	5,02,079	
...	1,176	1,340	2,516	3,775	22,595	1,230	244	7,864	...	...	35,708	
...	1,176	1,340	2,516	3,775	22,595	1,230	244	7,864	...	...	35,708	
537	4,148	7,403	12,088	37,649	3,85,360	8,121	9,518	97,139	...	...	5,37,787	
...	...	...	...	36,527	2,228	...	...	1,821	...	...	40,576	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
563	...	...	563	...	...	...	563	...	...	...	563	
...	...	...	...	26,020	...	...	3,194	...	...	...	29,214	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,960	...	...	...	2,708	...	...	5,668	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
209	1,929	120	2,258	4,580	...	180	1,242	8,947	...	...	14,949	
...	687	...	687	2,639	...	240	...	2,352	...	...	5,231	
772	2,616	120	3,508	72,726	2,228	420	4,999	15,828	...		96,201	
34,229	22,002	30,270	86,501	2,59,255	4,33,941	11,170	2,51,854	1,80,647	...	...	11,36,847	
2,686	5,376	1,678	9,740	1,88,135	63,821	2,666	4,617	23,267	...	...	2,82,506	
120	817	465	1,402	28,526	53,113	954	1,496	2,216	...	...	86,305	
2,806	6,193	2,143	11,142	2,16,661	1,16,934	3,620	6,113	25,483	...	..	3,68,811	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	55,897	...	...	...	...	...	...	55,897	
...	...	...	...	1,29,686	92	...	...	...	...	...	1,29,778	
...	...	...	...	12,008	...	...	...	...	...	...	12,008	
...	...	...	...	634	...	...	...	...	...	...	634	
...	...	...	...	14,625	13,477	994	683	6,624	...		36,403	
...	...	...	...	3,048	779	...	...	1,224	...	...	5,051	
...	...	...	...	4,074	...	...	...	...	...	...	4,074	
...	...	...	...	815	146	...	...	...	...	...	961	
...	...	...	...	1,551	...	...	...	...	...	...	1,551	
...	...	...	...	36,755	14,402	994	683	7,848	...	...	60,682	
...	...	...	...	16,174	58	...	31,685	12,661	...	...	60,578	
...	...	...	...	106	2,187	...	...	216	...	...	2,509	
...	...	...	...	1,240	1,787	...	73	...	...	...	3,100	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	38,254	...	...	5,815	3,770	...	...	47,839	
...	...	...	...	17,086(b)	12,500	535	5,786	2,096	...	...	37,913	
...	...	...	...	72,860	16,532	535	43,359	18,653	...	...	1,51,939	
2,806	6,193	2,143	11,142	5,11,859	1,47,960	5,149	50,155	51,984	...	...	7,67,107	
37,035	28,195	32,413	97,643	7,71,114	5,81,901	16,319	3,01,989	2,32,631	...	...	19,03,954	

(*b*) Rupees 129 was spent for the rations for the chief's sons in Lushai Hills and paid from the Political Funds.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS FOR BOYS. *(English and Vernacular.)*								
Government ... English	16	5,337	2,075	...	2,075	1,334	...	1,334
Government ... Vernacular	17	1,503	...	...	...	377	1	378
District or Local Fund ... English	12	1,995	...	...	...	607	...	607
District or Local Fund ... Vernacular	7	443	...	...	...	84	...	84
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	73	10,868	1,075	...	1,075	2,860	22	2,882
Aided ... Vernacular	10	721	...	...	...	159	...	159
Unaided ... English	28	4,357	956	...	956	846	14	860
Unaided ... Vernacular	2	129	...	...	...	15	...	15
Total ...	165	25,383	4,106	...	4,106	6,282	37	6,319
SECONDARY SCHOOLS FOR GIRLS. *(English and Vernacular.)*								
Government ... English	3	238	...	...	...	...	12	12
Government ... Vernacular	1	80	...	...	...	...	6	6
District or Local Fund ... English	...	...	...	...	...	...	...	...
District or Local Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	1	143	...	2	2	...	16	16
Aided ... Vernacular	5	338	...	...	...	...	27	27
Unaided ... English	2	276	...	38	38	...	47	47
Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total ...	12	1,075	...	40	40	...	108	108
Total Secondary Schools for boys and girls	177	26,458	4,106	40	4,146	6,282	145	6,427
Total Primary Schools from General Table V(B)	3,790	156,081	...	...	...	8	11	19
Grand total for 1912-1913	3,967	182,539	4,106	40	4,146	6,290	156	6,446

TABLE V(A).

Education in Assam at the end of the year 1912-1913.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
866	...	866	1,041	1	1,042	20	...	20	5,336	1	5,337
241	...	241	649	1	650	234	...	234	1,501	2	1,503
680	...	680	682	1	683	25	...	25	1,994	1	1,995
104	..	104	182	...	182	73	...	73	443	...	443
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,492	17	2,509	3,810	28	3,838	533	31	564	10,770	98	10,868
141	...	141	286	...	286	135	...	135	721	...	721
947	6	953	1,349	41	1,390	204	24	228	4,302	85	4,387
12	...	12	60	...	60	38	4	42	125	4	129
5,483	23	5,506	8,059	72	8,131	1,262	59	1,321	25,192	191	25,383
4	18	22	4	92	96	4	104	108	12	226	238
...	4	4	...	39	39	...	31	31	...	80	80
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	9	9	7	74	81	7	28	35	14	129	143
...	22	22	...	152	152	...	137	137	...	338	338
4	28	32	27	132	159	...	...	...	31	245	276
...	...	...	...	...	...	...	...	...	...	...	...
8	81	89	38	489	527	11	300	311	57	1,018	1,075
5,491	104	5,595	8,097	561	8,658	1,273	359	1,632	25,249	1,209	26,458
708	82	790	69,514	5,745	75,259	68,006	12,007	80,013	138,236	17,845	156,081
6,199	186	6,385	77,611	6,306	83,917	69,279	12,366	81,645	163,485	19,054	182,539

Return of the stages of Instruction of Pupils in Public Schools for Primary Educa

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.		
				1			2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.									
For Boys.									
Upper Primary.	Government	...	...	...	...	...	...	...	...
	District or Local Fund	11	593	...	...	...	...	...	...
	Municipal	2	142	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...
	Aided	59	3,077	...	...	...	8	...	8
	Unaided	6	265	...	...	...	...	...	...
Lower Primary.	Government	53	1,483	...	...	...	...	...	...
	District or Local Fund	2,621	121,394	...	...	...	...	...	...
	Municipal	16	1,772	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...
	Aided	597	13,278	...	...	...	...	...	...
	Unaided	178	6,274	...	...	...	...	...	...
Total ...		3,534	148,278	...	...	...	8	...	8
For Girls.									
Upper Primary	Government	2	131	...	...	...	...	6	6
	District or Local Fund	82	2,445	...	...	...	...	...	...
	Municipal	1	52	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...
	Aided	6	279	...	...	...	...	3	3
	Unaided	9	474	...	...	...	...	2	2
Lower Primary.	Government	...	...	...	...	...	...	...	...
	District or Local Fund	109	2,951	...	...	...	...	...	...
	Municipal	...	...	...	...	...	...	...	...
	Native States	...	...	...	...	...	...	...	...
	Aided	22	681	...	...	...	...	...	...
	Unaided	25	790	...	...	...	...	...	...
Total ...		256	7,803	...	...	...	...	11	11
Total Primary Schools		3,790	156,081	...	...	...	8	11	19
Grand total		3,967	182,539	4,106	40	4,146	6,290	156	6,446

TABLE V(B).

tion in Assam at the end of the year 1912-1913.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	...	...	...
92	4	96	226	7	233	247	17	264	565	28	593
10	...	10	90	...	90	42	...	42	142	...	142
...	...	...	...	...	...	...	...	...	...	...	...
568	26	594	1,594	122	1,716	672	87	759	2,842	235	3,077
36	4	40	153	12	165	52	8	60	241	24	265
...	...	...	1,233	138	1,371	80	32	112	1,313	170	1,483
2	2	4	58,285	1,506	59,791	57,385	4,214	61,599	115,672	5,722	121,394
...	...	...	920	1	921	851	...	851	1,771	1	1,772
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	5,129	1,807	6,936	4,402	1,940	6,342	9,531	3,747	13,278
...	...	...	1,749	139	1,888	3,903	483	4,386	5,652	622	6,274
708	36	744	69,379	3,732	73,111	67,634	6,781	74,415	137,729	10,549	148,278
...	5	5	...	47	47	...	73	73	...	131	131
...	6	6	...	662	662	20	1,757	1,777	20	2,425	2,445
...	...	...	...	10	10	...	42	42	...	52	52
...	...	...	...	...	...	...	...	...	...	...	...
...	20	20	8	140	148	6	102	108	14	265	279
...	4	4	3	82	85	49	334	383	52	422	474
...	...	...	...	...	...	...	...	...	...	...	...
...	11	11	42	728	770	93	2,077	2,170	135	2,816	2,951
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	79	178	257	164	260	424	243	438	681
...	...	...	3	166	169	40	581	621	43	747	790
...	46	46	135	2,013	2,148	372	5,226	5,598	507	7,296	7,803
708	82	790	69,514	5,745	75,259	68,006	12,007	80,013	138,236	17,845	156,081
6,199	186	6,385	77,611	6,306	83,917	69,279	12,366	81,645	163,485	19,054	182,539

Return showing the results of prescribed examination

Description of examinations and the class of schools competing for them.		Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6	7	8	9
RESULT AT THE—									
M. A. Examination	Government College	*Nil*							
	Aided „								
	Other „								
	Total								
M. Sc. Examination	Government College	*Nil*							
	Aided „								
	Other „								
	Total								
B. A. Examination	Government College	1		1		22		19	
	Aided „								
	Other „								
	Total	1		1		22		19	
B. Sc. Examination	Government College	1		1		7		7	
	Aided „								
	Other „								
	Total	1		1		7		7	
Intermediate Examination in Arts	Government College	2		2		110		68	
	Aided „								
	Other „								
	Total	2		2		110		68	
Intermediate Examination in Science.	Government College	1		1		8		6	
	Aided „								
	Other „								
	Total	1		1		8		6	
B. L. Examination	Government College								
	Aided „								
	Other „								
	Total								
Bachelor of Teaching Examination	Government College								
Licentiate in Teaching Examination	Ditto								
Matriculation Examination. Of High Schools, Madrasahs and other special schools.	Government Schools	11		11		203		174	
	Aided „	9		9		95		66	
	Other „	7		7		79		49	
	Total	27		27		377		289	
High School Honour Examination. Of European schools	Government								
	Aided								
	Other								
	Total								

TABLE VI.

in Assam during the year 1912-1913.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8	...	9	...	2	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8	...	9	...	2	...	...	...	...	...	...	...
...	...	1	...	3	...	3	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1	...	3	...	3	...	...	...	...	...	...	...	...	...
...	...	...	...	14	...	49	...	3	...	...	...	...	...	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	14	...	49	...	3	...	...	...	...	...	2	...
...	...	...	...	1	...	4	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	4	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	6	...	38	...	102	...	24	...	...	...	...	...	4	...
...	...	...	...	27	...	42	...	7	...	...	...	...	...	...	...
...	...	1	...	13	...	30	...	5	...	...	...	...	...	...	...
...	...	7	...	68	...	174	...	36	...	...	...	...	...	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the results of prescribed examinations

Description of examinations and the class of schools competing for them.			Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1			2	3	4	5	6	7	8	9
High School examination	Of European schools	Government	...	...	...	...	...	...	...	...
		Aided	...	...	...	...	...	...	...	...
		Other	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...
Annual examination in standard VI or Middle School examination.		Government schools	37	1	37	1	504	1	358	1
		Aided „	78	5	78	4	771	10	510	9
		Other „	15	1	14	1	200	8	134	2
Annual examination in standard I or Upper Primary examination of	Schools other than Upper Primary.	Government	12	4	12	4	360	13	277	12
		Aided	55	4	55	4	1,333	13	958	10
		Other	10	1	10	1	234	22	159	9
		Total	77	9	77	9	1,927	48	1,394	31
	Upper Primary schools	Government	12	2	11	2	102	7	62	6
		Aided	48	4	47	4	524	35	332	24
		Other	4	1	3	1	15	5	9	2
		Total	64	7	61	7	641	47	403	32
	Grand total for Upper Primary Examination of—	Government schools	24	6	23	6	462	20	339	18
		Aided „	103	8	102	8	1,857	48	1,290	34
		Other „	14	2	13	2	249	27	168	11
Annual examination in standard II or Lower Primary examination of	Schools other than Lower Primary.	Government	20	7	20	7	290	40	222	35
		Aided	71	1	70	1	1,013	13	776	11
		Other	12	1	12	1	221	28	168	9
		Total	103	9	102	9	1,524	81	1,166	55
	Lower Primary schools	Government	2,044	60	1,625	36	6,893	139	3,794	110
		Aided	92	5	77	4	287	86	197	56
		Other	14	2	8	2	32	10	21	6
		Total	2,150	67	1,710	42	7,212	235	4,012	172
	Grand total for Lower Primary examination of—	Government schools	2,064	67	1,645	43	7,183	179	4,016	145
		Aided „	163	6	147	5	1,300	99	973	67
		Other „	26	3	20	3	253	38	189	15
PRIVATE CANDIDATES AT THE—										
(1) Matriculation Examination			...	...	...	...	36	...	16	...
(2) High School Honour Examination for Europeans			...	...	...	...	...	...	...	...
(3) High School Examination ditto			...	...	...	...	...	...	...	...

Further details of the Matriculation of boys' schools for 1912-1913.

Description of schools for boys competing for the examination.	Number passed in				Remarks.
	1st Division.	2nd Division.	3rd Division.	Total.	
1	2	3	4	5	6
Government schools	112	57	5	174	
Aided „	45	18	3	66	
Unaided „	27	19	3	49	
Total	184	94	11	289	

TABLE VI—*concld.*

in Assam during the year 1912-1913—*concld.*

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	...	42	...	237	1	63	...	...	...	...	...	14	...
...	...	46	3	32	1	257	5	109	...	...	...	...	...	26	...
...	...	8	2	27	...	63	...	30	...	...	...	...	...	1	...
...	...	...	...	27	...	155	11	86	1	...	...	...	...	9	...
...	...	2	...	174	...	530	9	262	1	...	...	...	...	7	...
...	...	21	9	31	...	76	...	26	...	...	...	...	...	5	...
...	...	23	9	232	...	761	20	374	2	...	...	...	...	21	...
...	...	...	...	2	2	41	3	5	2	...	...	...	...	13	...
...	69	25	20	9	55	74	18	57	...	...	...	...	...	29	...
...	...	7	2	...	...	...	...	2	...	...	...	...	...	...	...
...	69	32	22	11	57	115	21	64	2	...	...	...	...	42	...
...	...	...	...	20	2	196	14	91	3	...	...	...	...	22	...
...	69	27	20	183	55	604	27	319	1	...	...	...	...	36	...
...	...	28	11	31	...	76	...	28	...	...	...	...	...	5	...
...	...	...	...	23	3	127	28	71	3	...	...	...	...	1	...
...	1	4	2	123	1	419	7	202	...	...	...	...	...	28	...
...	...	3	8	23	...	90	...	44	...	...	...	...	...	3	1
...	1	12	10	169	4	636	35	317	3	...	...	...	...	32	1
...	...	4	1	359	11	2,355	78	902	16	...	...	...	...	174	4
...	...	160	44	2	...	10	11	5	...	...	...	...	...	20	1
...	...	6	5	2	...	1	1	6	...	...	...	...	...	7	...
...	...	170	50	363	11	2,366	90	913	16	...	...	...	...	201	5
...	...	4	1	382	14	2,482	106	973	19	...	...	...	...	175	4
...	1	164	46	125	1	429	18	207	...	...	...	...	...	43	1
...	...	14	13	25	...	91	1	50	...	...	...	...	...	10	1
...	...	...	...	5	...	9	...	2	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statement showing the award of scholarships in standards VI, IV and II for the year 1912-1913.

Names of scholarships.	Number of centres at which the final selection of scholars was made.	Number of candidates examined in these centres.	Total number of scholarships awarded.	Caste and creed of the pupils to whom scholarships were awarded.						Number of pupils of the poorer classes to whom scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in standard VI.	17	174	52	...	8	3	9	29	2	1	...	...	...
(2) Scholarships in standard IV.	17	133	51	...	6	4	8	29	4	...	...	...	...
(3) Scholarships in standard II.	28	790	263	...	12	59	68	113	8	2	1	1	...

Return showing the Distribution of District or Local Board and Municipal Expenditure

Objects of Expenditure.	Expenditure by District or Local Boards on Public										
	In institutions managed by District or Local Boards.										
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District or Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure.											
School Education, General.											
SECONDARY SCHOOLS.											
For boys—											
High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	12	1,995	1,822	1,522	...	8,101	...	12,663	3	63	20,830
Middle Schools Vernacular	7	443	423	320	...	3,411	...	1,428	44	...	4,888
For girls—											
High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools	19	2,438	2,245	1,842	...	11,512	...	14,091	47	63	25,713
PRIMARY SCHOOLS.											
For boys ... Upper Primary	11	593	494	381	...	3,266	...	762	31	4	4,063
For boys ... Lower ,,	2,621	121,394	113,223	81,105	2,937	3,53,984	140	937	2,130	...	3,60,128
Total Primary Schools for boys	2,632	121,987	113,717	81,486	2,937	3,57,250	140	1,699	2,161	4	3,64,191
For girls ... Primary	191	5,396	5,338	3,568	...	21,552	275	...	403	...	22,230
Total Primary Schools for girls	191	5,396	5,338	3,568	...	21,552	275	...	403	...	22,230
Grand Total Primary Schools for boys and girls	2,823	127,383	119,055	85,054	2,937	3,78,802	415	1,699	2,564	4	3,86,421
School education, special.											
SCHOOLS FOR SPECIAL INSTRUCTIONS.											
Training Schools—											
(a) For Masters ...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Madrasahs	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools—Tols	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
Indirect expenditure.											
Buildings	...	...	...	...	1,386	61,742	...	...	3,281	1,260	67,669
Furniture and apparatus (special grants only)	...	...	...	...	...	51,942	...	312	4	1	52,259
Total	...	...	...	...	1,386	1,13,684	...	312	3,285	1,261	1,19,928
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Professional Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary ,,	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical ,,	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Grand total for 1912-1913	2,842	129,821	121,300	86,896	4,323	5,03,998	415	16,102	5,896	1,328	5,32,062

RAL TABLE VII.

on Public Instruction in Assam for the year 1912-1913.

Instruction.				Expenditure by Municipal Boards on Public Instruction.															
In institutions managed by				In institutions managed by Municipal Boards.											In institutions managed by				
Government.	Municipal Boards.	Private persons or associations.	Total District or Local Fund expenditure on Public Instruction.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District or Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District or Local and Municipal Boards on Public Instruction.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
425	...	25,933	34,459	...	...	...	...	...	...	...	...	...	...	...	...	...	1,078	1,078	35,537
1,633	...	4,441	9,485	...	...	...	...	...	...	...	...	...	...	...	23	...	...	23	9,508
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,409	2,409	...	...	...	...	...	...	...	...	...	...	...	60	...	1,468	1,528	3,937
2,058	...	32,783	46,353	...	...	...	...	...	...	...	...	...	...	...	83	...	2,546	2,629	48,982
...	...	5,279	8,545	2	142	142	106	...	1,065	...	301	...	...	1,366	...	...	...	1,065	9,610
...	...	236	3,54,220	16	1,772	1,640	1,288	...	5,163	...	2,586	...	...	7,749	...	140	523	5,826	3,60,046
..	...	5,515	3,62,765	18	1,914	1,782	1,394	...	6,228	...	2,887	...	...	9,115	...	140	523	6,891	3,69,656
...	...	1,043	22,595	1	52	46	27	...	247	...	...	...	...	247	...	275	708	1,230	23,825
...	...	1,043	22,595	1	52	46	27	...	247	...	...	...	...	247	...	275	708	1,230	23,825
...	...	6,558	3,85,360	19	1,966	1,828	1,421	...	6,475	...	2,887	...	...	9,362	...	415	1,231	8,121	3,93,481
2,228	...	...	2,228	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,228
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180	180	180
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	240	240
2,228	...	...	2,228	...	...	...	...	...	...	...	...	...	...	...	...	...	420	420	2,648
...	...	2,079	63,821	...	...	...	...	...	2,315	...	...	...	...	2,315	...	...	351	2,666	66,487
...	...	1,171	53,113	...	...	...	...	...	954	...	...	...	...	954	...	...	...	954	54,067
...	...	3,250	1,16,934	...	...	...	...	...	3,269	...	...	...	...	3,269	...	...	351	3,620	1,20,554
...	...	...	92	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	92
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	13,477	...	...	...	...	...	...	...	...	...	...	...	...	...	994	994	14,471
...	...	...	779	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	779
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	146	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	146
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14,402	...	...	...	...	...	...	...	...	...	...	...	...	...	...	994	15,396
...	...	...	16,532	...	...	...	...	...	...	...	...	...	...	...	...	...	...	535	17,067
4,286	...	42,591	5,81,901	19	1,966	1,828	1,421	...	9,744	...	2,887	...	...	12,631	83	415	4,548	16,319	5 98,220

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Assam for the year 1912-1913.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Local or Municipal funds.	Subscriptions and endowments.	Fees.	Native State's revenues.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Males—														
Managed by Government ...	30	984	196	...	508	...	280	12,788	...	...	14,792	...	27,580	
Ditto by District or Local or Municipal Boards ...	4	163	...	...	163	...	...	...	58	...	...	...	58	
Aided by Government or by District or Local or Municipal Boards	5	90	...	...	90	...	...	335	...	167	417	...	919	
Unaided	27	654	...	...	624	30	...	...	...	4,962	8,421	...	13,383	
Total	66	1,891	196	...	1,385	30	280	13,123	58	5,129	23,630	...	41,940	
For Females—														
Managed by Government ...	1	28	...	...	28	...	...	3,051	...	3,340	...	...	6,391	
Ditto by District or Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Local or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	4	154	...	...	81	73	...	...	...	4,192	8,055	...	12,247	
Total	5	182	...	...	109	73	...	3,051	...	7,532	8,055	...	18,638	
Grand total	71	2,073	196	...	1,494	103	280	16,174	58	12,661	31,685	...	60,578	

GENERAL TABLE IX.

Number and qualifications of teachers in Assam for the year 1912-1913.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Schools for Indians.	Teachers of Vernacular. — Trained ...	20	1,596	27	173	21	67	39	...	109	23	11	...	...	18	5	...	...	...	...	...	2,109
	Teachers of Vernacular. — Untrained ...	38	1,933	24	633	217	10	14	...	92	27	9	...	...	5	7	...	...	...	...	...	3,009
	Teachers of Vernacular. — Total ...	58	3,529	51	806	238	77	53	...	201	50	20	...	...	23	12	...	...	...	...	...	5,118
	Angl.-Vernacular Teachers and Teachers of classical languages. — Trained ...	...	...	...	...	...	...	1	...	3	9	11	...	...	6	4	...	...	...	...	...	34
	Angl.-Vernacular Teachers and Teachers of classical languages. — Untrained ...	...	...	...	14	...	13	30	...	142	44	146	...	...	100	83	...	...	..	...	...	572
	Angl.-Vernacular Teachers and Teachers of classical languages. — Total ...	...	...	...	14	...	13	31	...	145	53	157	...	...	106	87	...	...	...	...	...	606
	Angl.-Vernacular Teachers and Teachers of classical languages. — Possessing a degree ...	...	...	...	...	...	...	1	...	2	2	34	...	...	23	12	3	...	...	...	...	77
	Angl.-Vernacular Teachers and Teachers of classical languages. — Posessing no degree ...	...	...	...	14	...	20	35	...	193	47	125	2	...	86	78	1	...	...	...	...	601
	Angl.-Vernacular Teachers and Teachers of classical languages. — Total ...	...	...	...	14	...	20	36	...	195	49	159	2	...	109	90	4	...	...	...	...	678
In Schools for Europeans and Anglo-Indians.	..... — Trained ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	..... — Untrained ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	..... — Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	..... — Possessing a degree ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	..... — Possessing no degree...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	..... — Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand total of all Teachers.	58	3,529	51	820	238	90	84	...	346	103	177	...	...	129	99	4	...	...	...	...	5,728

EUROPEAN EDUCATION—GENERAL TABLE III FOR 1912-1913, ASSAM.

EUROPEAN EDUCATION—

Return of Colleges, Schools and Scholars of European Schools in

Class of institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
School Education, General.																
Secondary Schools.																
For boys—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for boys' schools ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—																
High Schools ... English ...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	1	28	30	25	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { Vernacular ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for girls' schools ...	1	28	30	25	...	...	...	...	...	...	...	...	...	..	...	...
Grand total Secondary schools for boys and girls.	1	28	30	25	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																
For boys ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... { Lower ,, ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of Primary schools for boys and girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
School Education, Special.																
Schools for Special Instructions.																
Training Schools—																
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1	28	30	25	...	...	...	...	...	...	...	..	...	...	...	...
Private Institutions	1. Advanced, teaching—															
	(a) Arabic or Persian															
	(b) Sanskrit															
	(c) Any other Oriental Classic															
	2. Elementary, teaching a vernacular only or mainly ... { For boys ...															
	2. Elementary, teaching a vernacular only or mainly ... { ,, girls ...															
	3. ,, teaching the Quran ... ... { ,, boys ...															
	3. ,, teaching the Quran ... ... { ,, girls ...															
	4. Other schools not conforming to Departmental standards ... { ,, boys ...															
	4. Other schools not conforming to Departmental standards ... { ,, girls ...															
	Total															
	Grand total for 1912-1913															

GENERAL TABLE III.

Assam for the year 1912-1913.

management.						Number of scholars on the 31st of March, learning											Classification of scholars on the 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	..	...	...	..	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	31	38	26	2	59	20	39	59	..	...	..	...	...	...	...	29	...	...	59	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	31	38	26	2	59	20	39	59	...	...	...	...	...	...	...	20	...	...	59	...	...	
1	31	38	26	2	59	20	39	59	...	...	...	...	...	...	...	20	...	...	59	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

For the European Schools in Assam for 1912-1913.

Number of Scholars on the 31*st March* 1913, *classified according to Sex, Race, or Creed.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Girls—									
English ... Male ...	20	...	...	...	...	...	...	...	20
Female ...	39	...	...	...	...	...	...	...	39
Total ...	59	...	...	...	...	...	...	...	59
Grand total for 1912-1913 ...	59	...	...	...	...	...	...	...	59

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public						
	Under						
	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools... English	...	...	...	...	...	...	...
Middle Schools English	6,943	...	...	...	...	...	6,943
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	6,943	...	...	...	...	...	6,943
Total Secondary Schools both for Boys and Girls	6,943	...	...	...	...	...	6,943
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instructions.							
Training Schools for— (a) Masters	...	...	...	...	...	...	...
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... Madrasahs	...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools	...	...	...	...	...	...	...
Total...	...	...	...	...	...	...	...
Total of Direct Expenditure ..	6,943	...	...	...	...	...	6,943
INDIRECT EXPENDITURE.							
Buildings	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection (*see* note V)	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools (*see* note V)	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
Payment to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1912-1913	6,943	...	...	...	...	...	6,943

GENERAL TABLE IV.

in Assam for the official year 1912-1913.

Institutions.

public management.

Managed by District, or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public Institutions—						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Munsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English							
Middle Schools English							
Middle Schools Vernacular							
Total for Secondary Schools for Boys							
For Girls— High Schools English							
Middle Schools English							
Middle Schools Vernacular							
Total for Secondary Schools for Girls							
Total Secondary Schools both for Boys and Girls							
Primary Schools.							
For Boys— Upper Primary							
Lower ,,							
Total for Primary Schools for Boys							
For Girls— Upper Primary							
Lower ,,							
Total for Primary Schools for Girls							
Total Primary Schools for Boys and Girls							
Schools for Special Instruction.							
Training Schools for— (a) Masters							
(b) Mistresses							
Schools of Arts							
Law Schools							
Medical Schools							
Engineering and Surveying Schools							
Technical and Industrial Schools							
Commercial Schools							
Agricultural Schools							
Other Schools — Madrasahs							
Other Schools — Miscellaneous Schools							
Total							
Total of Direct Expenditure							
INDIRECT EXPENDITURE.							
Buildings							
Furniture and Apparatus (special grants only)							
Total							
University							
Direction							
Inspection (*see* note V)							
Scholarships or Stipends held in — Arts Colleges							
Professional Colleges							
Secondary Schools							
Primary ,,							
Medical ,,							
Technical and Industrial Schools							
Other Special Schools (*see* note V)							
Total charges for Scholarships							
Miscellaneous— Hostel (Boarding) charges							
Charges for abolished Schools							
Charges for conducting examinations							
Stipends, prizes and rewards to unrecognised tols							
Stipends, prizes and rewards to maktabs							
Payments to other private schools							
Contingencies and miscellaneous							
Total Miscellaneous charges							
Total of Indirect Expenditure							
Total Expenditure on Public Instruction in 1912-1913							

GENERAL TABLE IV—*concld.*

in Assam for the year 1912-1913—*concld.*

concld.												
management.				Total expenditure from								
Unaided.												
Fees, including fees paid from Mutisin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mutisin Fund.	All other sources.			Grand total.	Remarks.
								Private.	Public.			
									Native States' Revenues.	Imperial contributions.		
30	31	32	33	34	35	36	37	38	39	39(a)	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	6,943	...	...	...	...	...	...	6,943	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	6,943	...	...	...	...	...	...	6,943	
...	...	...	...	6,943	...	...	...	...	...	...	6,943	
...	...	...	...	...	...	...	...	...	...	...	...

GENERAL

EUROPEAN

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)								
Government ... English	1	28	...	...	...	...	2	2
Unaided ... English	1	31	...	...	...	...	11	11
Total Secondary Schools	2	59	...	...	...	...	13	13
Grand total for 1912-1913	2	59	...	...	...	...	13	13

TABLE V.

EDUCATION.

and Primary Education in Assam at the end of the year 1912-1913.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
4	10	14	4	...	4	4	4	8	12	16	28
4	8	12	4	4	8	...	...	...	8	23	31
8	18	26	8	4	12	4	4	8	20	39	59
8	18	26	8	4	12	4	4	8	20	39	59

Resolution on the General Report on Public Instruction for the year 1912-1913.

Extract from the Proceedings of the Chief Commissioner of Assam in the Education Department, No. 47E., dated the 7th January 1914.

READ—

General Report on Public Instruction in Assam for the year 1912-1913.

RESOLUTION.

THE report now under review is the first education report issued in Assam since the reconstitution of the province on the 1st April 1912. The first year of the newly constituted province was necessarily a time of reorganisation, and the receipt of large recurring and non-recurring grants for educational purposes from the Imperial Government permitted the undertaking of much needed reforms in several branches of education. Finally, the publication of the Government of India's Resolution on educational policy in February 1913 called for a thorough examination of the educational situation and for extension and improvement in every direction. The Hon'ble Mr. Cunningham's able and valuable report shows how much has already been accomplished and how thorough and far-reaching are the reforms which are contemplated. The Chief Commissioner is interested and gratified to observe that the Director finds that the general condition of education in the districts which he visited is above the mark which he has hitherto regarded as normal in India.

2. The inadequacy of the inspecting staff alluded to by the Director has been to a large extent remedied since the close of the year by the appointment of an Assistant Inspector for the Surma Valley and an Assistant Inspectress, and the addition to the cadre of one Deputy Inspector and seventeen Sub-Inspectors of Schools. The Chief Commissioner is surprised, particularly in view of the admitted insufficiency of the staff, to learn in how many cases the touring of Deputy Inspectors and Sub-Inspectors fell short of the prescribed minimum. He trusts that, after the admonition given by the Director of Public Instruction, Inspectors will see that this grave defect does not recur.

3. A marked advance has been made in the matter of collegiate education. The Murarichand College, Sylhet, a second-grade institution, insufficiently staffed and disreputably housed and equipped, has been taken over by the State, and steps have been taken to broaden and extend the affiliation, and to provide adequate staff, buildings and equipment. The affiliation of the Cotton College, Gauhati, has been advanced to the Honours standard in all but one of the subjects of study, and its affiliation to the M. A. standard in English is under consideration by the Secretary of State. Large additions are being made to the buildings, and special attention is being paid to the provision of adequate hostel accommodation. The increase in the number of students reading in the two colleges from 295 to 360 was satisfactory, and the examination results were encouraging. Sir Archdale Earle heartily congratulates the Cotton College on securing the first place in the order of merit list of the Intermediate Arts Examination of the Calcutta University. He also wishes to express his indebtedness to the Principals of the Cotton and Murarichand Colleges, Messrs. Südmersen and Datta, for their efficient management of the colleges in question.

4. The statistics relating to secondary schools are at first sight satisfactory. There was a substantial increase in attendance at high and middle English schools, and there has been steady progress in the results achieved at the Matriculation Examination. But the report of the Director of Public Instruction shows how much remains to be done before the Administration can regard its system of secondary schools with complacency. In the case of high schools nearly all the existing buildings require replacement or extension and improvement; hostel accommodation is largely deficient; laxity in the past in respect of admissions and promotions has caused mischief which it will take some time to undo; many head masters have not realised their responsibilities, and many teachers have taken neither pride nor interest in their work. The middle English schools are even less efficient than the high schools. It is evident that the Department has a strenuous task before it, and that very large expenditure must be

faced ; but a satisfactory beginning has been made, and, if funds do not fail, the Chief Commissioner is satisfied that genuine progress will be effected during the next few years.

From the first Sir Archdale Earle recognised that the greater part of Assam being temporarily settled and the Government accordingly occupying the position elsewhere taken by zamindars, the Administration must come forward in a specially liberal spirit in the matter of education. In accordance with this policy, action was taken for the provincialisation of a number of aided high schools, which desired that this should be done. To start with, it was decided that a Government high school should be established at each subdivisional headquarters, and, since the close of the year, provincialisation has been sanctioned in the case of the high schools at Golaghat, Mangaldai, Goalpara, Barpeta and Karimganj.

Provision has also been made at each Government high school to meet the probable demands for admission, so far as these can be satisfied by the enlargement of these schools. This is as far as Government can, with the funds at its disposal, at present go, but the Chief Commissioner will be glad, if funds are available, to give aid to new schools, if such are started by private enterprise, provided that he is satisfied that the need for such schools is established. The Chief Commissioner notices with regret that the conditions of discipline in high schools are not generally satisfactory, and trusts that steps will be taken to impress upon all head masters the vital importance of the maintenance of strict discipline in the schools under their control.

The Chief Commissioner is glad to learn that middle vernacular education, though at present unpopular, is on a sound and efficient footing, and he will follow with interest the Director's attempt to solve the problem of linking up a sound vernacular with an English education. He hopes that the abolition of fees in upper primary and middle vernacular schools will go some way towards removing the unpopularity of vernacular education.

5. Although there was an increase both in the number of primary schools and in the number of pupils, the results of primary education remain most disappointing. It is eminently unsatisfactory that the majority of pupils should leave school illiterate as they have done in the past and as they are still doing. The statistics of wastage given by the Director are instructive and deserve careful study. The Chief Commissioner agrees that the first need of the province is for the improvement of the existing schools, though he is not unmindful that a large increase is also much to be desired.

There was no increase during the year in the provision of facilities for the training of teachers. The question has not been overlooked, and schemes are under preparation for the improvement of existing training schools and the establishment of others. But the Chief Commissioner agrees with the Director that the improvement of the terms of service of teachers is even more important than the improvement of the training schools.

6. Female education made satisfactory progress. The number of girls attending school increased from 17,900 to 19,054. A comparatively rapid increase in the high and middle stages of instruction was an encouraging feature of the year's work. The first high school for girls in the plains of Assam was opened in Silchar by the Welsh Mission in January 1913, and steps are being taken for the establishment of a similar school at Dibrugarh, and for the advancement to the middle English standard of several of the girls' schools at headquarters stations. The Chief Commissioner is much gratified to hear of the success of an experiment in zenana instruction in the town of Sylhet.

7. The chief event to be chronicled in connection with Muhammadan education was the establishment of a Government Madrasa at Sylhet. This scheme was largely due to the energy of the Hon'ble Maulvi Saiyid Abdul Majid, of whose public spirit in the matter the Chief Commissioner wishes to record his appreciation. The whole question of Muhammadan education in the province is under consideration, and the Chief Commissioner awaits the advice of a representative conference which will very shortly be held to discuss the subject.

8. But little progress could be made during the year as regards Sanskrit education, owing to the necessity of awaiting the outcome of deliberations in Bengal on this subject. The Chief Commissioner trusts, however, that the coming year will see a definite step taken in advance in this branch of education.

9. Considerable progress was achieved during the year towards the extension and improvement of the facilities afforded for the education of European and Anglo-Indian children. The staff of the Pine Mount Girls' School was strengthened and other useful

improvements were made. The Convent School, hitherto unaided, was given a grant of Rs. 35,000 for the enlargement of its buildings and a scheme was formulated for the improvement of the staff, by means of a maintenance grant from public revenues, to enable the school to secure the recognition of the Cambridge Syndicate for the purposes of the junior school-leaving certificate examination. Negotiations were also in progress for the establishment of two new schools, one an elementary school for the poorer classes at Haflong, and the other a secondary boys' school in connection with the Loreto Convent at Shillong. The Chief Commissioner desires to express his indebtedness, in regard to the latter project, to the Very Reverend Father Becker and the Christian Brothers.

10. The question of technical and industrial education was under consideration during the year under report and was discussed during the present year at a conference held by the Chief Commissioner at Gauhati. Action is being taken on the recommendations of the conference, and the Chief Commissioner hopes to be able shortly to appoint a Director of Industries whose duty will be to foster the industries of the province and to render possible the future advance of technical education.

11. As a result of a conference held at Gauhati in 1912, proposals were under discussion during the year for the establishment of a Law College at Gauhati. The scheme has since been submitted to the Government of India, and has been generally approved, and the Chief Commissioner hopes that the college will be opened in July 1914.

12. The Chief Commissioner desires to record his indebtedness to the Hon'ble Mr. Cunningham for the devotion and ability with which he has administered the department during a period of exceptional stress and difficulty. The Chief Commissioner has also noted with pleasure the names of the educational officers whom the Director has specially commended. Sir Archdale Earle is also much pleased to learn how freely District and Subdivisional Officers have rendered assistance to the Director by visiting and inspecting schools and tendering him advice. His thanks are also due to the various missions for the invaluable educational work which they are doing for the province.

ORDERED that the Resolution and the report be published in the *Assam Gazette*.

By order of the Chief Commissioner of Assam,

A. W. BOTHAM,

Second Secretary to the Chief Commissioner of Assam.

A. S. P. O. (J. & G.) No. 93—600—8-1-1914.—B. C. S.

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN ASSAM

FOR THE YEAR

1913-14.

BY

THE HON'BLE MR. J. R. CUNNINGHAM, M.A.,
DIRECTOR OF PUBLIC INSTRUCTION, ASSAM.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN ASSAM.

FOR THE YEAR

1913-14.

CHAPTER I.

INTRODUCTORY.

Statistics.

With the assistance of the special grants received from the Government of India rapid advance was made during the year 1913-14 in every branch of education. The statistical table below shews the rate of advance disclosed by the enrolment of pupils in the various classes of institutions :—

Descriptive head.	1912-13.		1913-14.		Percentage of increase in the number of pupils.
	Institutions.	Pupils.	Institutions.	Pupils.	
1	2	3	4	5	6
PUBLIC INSTITUTIONS.					
Collegiate Education.					
Arts Colleges	2	360	2	442	22·8
Law College	...	...	...	...	...
Training College	...	...	...	...	...
School Education General.					
Secondary for boys — High Schools	27	9,949	29	11,120	11·8
Secondary for boys — Middle English Schools ...	102	12,638	113	13,693	8·3
Secondary for boys — Middle Vernacular Schools ...	36	2,796	47	5,244	87·6
Secondary for girls — High Schools	2	388	2	477	23
Secondary for girls — Middle English Schools ...	4	269	7	524	95
Secondary for girls — Middle Vernacular Schools ...	6	418	7	667	59·6
Primary Schools ... — For boys	3,534	1,48,278	3,760	1,61,730	9·1
Primary Schools ... — For girls	256	7,803	300	9,786	25·4
School Education Special.					
Training Schools ... — For masters	9	361	9	421	16·6
Training Schools ... — For mistresses	...	...	2	11	...
Law Schools	1	13	1	14	...
Medical Schools	1	135	1	130	...
Engineering and Survey Schools.					
Industrial Schools — For boys	5	41	5	40	...
Industrial Schools — For girls	...	...	...	...	...
Other Schools ... — Madrassas	35	2,751	34	2,659	— 3·3
Other Schools ... — Tols	61	1,249	63	1,175	— 5·4
Total of public institutions	4,081	1,87,449	4,382	2,08,133	11

Discriptive head.	1912-13.		1913-14.		Percentage of increase in the number of pupils.
	Institutions.	Pupils.	Institutions.	Pupils.	
1	2	3	4	5	6
PRIVATE INSTITUTIONS.					
Advanced ... Arabic and Persian	11	560	15	560	...
Advanced ... Sanskrit	9	137	18	271	97·8
Elementary teaching a vernacular only or mainly. For boys	42	1,100	17	356	—67·6
Elementary teaching a vernacular only or mainly. For girls	1	26	...	...	...
Elementary teaching Quran. For boys	82	2,548	106	4 045	58·8
Elementary teaching Quran. For girls	...	...	5	103	...
Other schools not conforming to Departmental standard. For boys	41	2,388	34	1,641	—31·3
Other schools not conforming to Departmental standard. For girls	2	80	1	32	—6
Total of private institutions	188	6,839	196	7,008	2·5
Grand Total	4,269	1,94,288	4,578	2,15,141	10·7

2. The figures shewn in the table above are enlarged upon in the chapters which follow. For the purpose of this introduction it will suffice to note that the advance, so far as public institutions are concerned—Colleges, High Schools, Middle and Primary Schools—was general, and that it was particularly marked in the case of Middle Vernacular Schools—supposed to be moribund—and girls schools.

Comment.

3. Advance proceeded and was planned for in an atmosphere of plenty. For its continuance a continuance of special subsidies will be required. Failing this, advance in the future will have to rely on provincial revenues, local revenues, and private contributions. The first two sources will be overtaxed with the burden of mere continuance. Reliance will therefore have to be placed more largely on the last, a source which has been discouraged by the liberality of the recent benefactions. This is more particularly applicable to the case of English education. In the case of vernacular education the future will develop the contrast between the responsibilities of the Local Boards and their resources, and render it imperative, if the policy of diffusion and improvement is to proceed under their control, that their income shall be increased by expanding grants, or their powers of raising revenue revised in the interests of growth.

Funds.

4. The total expenditure during the year came to Rs. 23,28,287 against Rs. 19,03,954 in the previous year :—

Expenditure.

(1) From Provincial revenues ...	Rs. 10,76,324	against Rs.	7,71,114
(2) From District and Local Funds ...	„ 6,25,382	„ „	5,81,901
(3) From Municipal Funds	„ 32,862	„ „	16,319
(4) From fees	„ 3,49,831	„ „	3,01,989
(5) From subscriptions	„ 2,43,888	„ „	2,32,631
Total ...	„ 23,28,287	„ „	19,03,954

CHAPTER II.

CONTROLLING AGENCIES.

Direction.

5. The Department remained in my charge throughout the year. Srijut Durgadhar Barkataki, Assistant Inspector of Schools, Assam Valley Circle, was on special duty in the Head Office from 17th June 1913 to the end of the year to help in working out the various schemes required by the Government of India (Department of Education) Resolution No. 301, dated 21st February 1913. He worked well and rendered very valuable assistance.

The post of Personal Assistant to the Director of Public Instruction was capably filled by Srijut Kamala Kanta Barua, formerly Deputy Inspector of Schools, Gauhati.

I made 4 tours during the year and spent 110 days on tour visiting all the District and Subdivisional Headquarters stations in the plains with the exception of Maulvi Bazar and North Lakhimpur. The Hill Districts and the Mofussil centres remained unvisited.

Educational Services.

The subjoined statement shows the strength of the various services on 1st April 1912, when Assam reverted to its own control, and at the close of the year under report:—

	1st April 1912.	31st March 1913.
Indian Educational Service	5	11
Provincial Educational Service	13	32
Subordinate Educational Service	124	249
Ungraded service	226	360
Total	368	652

Inspecting Agency.

6. At the close of the year there were two Inspectors and one Inspectress in the Indian Educational Service, 2 Assistant Inspectors and one Assistant Inspectress in the Provincial Educational Service, 21 Deputy and 39 Sub-Inspectors all in the Subordinate Educational Service. The most important appointments created in course of the year for the ordinary inspecting staff were one in the Provincial Service for an Assistant Inspector in the Surma Valley and Hill Districts and one in the Subordinate Educational Service for a Deputy Inspector in the Khasi and Jaintia Hills. The Subordinate staff was strengthened by the appointment of 16 additional Sub-Inspectors. The rapid expansion of education which took place during the year—owing in the main to the expenditure of the liberal grants received from the Government of India—rendered even this re-inforcement insufficient. The subdivisions are crying out for still more Sub-Inspectors. On an average only two visits were paid to each school in the course of the year instead of three as required by the rules.

Sanction to the appointment of an Assistant Inspectress was received during the year and the incumbent—Miss Das—joined her post on 25th October 1913. A second Assistant Inspectress has been applied for.

Inspectors.

7. Messrs. Wilkins and Small remained in charge of the Surma Valley and Hill Districts and the Assam Valley Circle, respectively, throughout the year.

As no house could be found for Mr. Wilkins in Silchar, he was allowed to have his headquarters at Shillong, retaining his office at Silchar. He was on tour for 252 days including 86 days spent at Silchar. Much of the time was spent—very profitably spent—in the inspection of high schools and with the exception of one or two short tours in the interior of the subdivisions he found himself unable to spend as much time as he would have liked on the inspection of middle and primary schools. He visited 10 high, 26 middle, 35 primary and 6 special schools. No high school in the Division remained unvisited.

Mr. Small toured for 201 days and visited 13 high, 17 middle, 54 primary and 4 special schools, including the Jorhat Training School.

Inspectress.

8. Miss Somerville spent 181 days on tour visiting all the Subdivisional Headquarters except Mangaldai, Karimganj, Jorhat and Barpeta.

Assistant Inspectress.

9. Miss Das, who joined her appointment on 25th October 1913, spent nearly 5 months on tour and inspected 20 out of the 46 schools which are under the charge of the Inspectress.

Assistant Inspectors.

10. Srijut Durgadhar Barkataki was transferred from the office of the Assistant Inspector, Assam Valley Circle, to the temporary appointment of Special Assistant to the Director of Public Instruction on 7th June 1913. He was succeeded by Srijut Sarat Chandra Goswami, B.A., B.T. Srijut Durgadhar Barkataki toured for 20 days and visited 17 schools: 3 middle, 12 primary and 2 special, while his successor spent 76 days on tour and visited 1 high, 10 middle, 51 primary and 4 special schools.

The late Maulvi Azad Ali Chaudhuri joined his appointment as Assistant Inspector of Schools, Surma Valley and Hill Districts, on 12th December 1913. He was unable, owing to the state of his health, to go out on tour till March when he toured for 23 days visiting 10 middle, 18 primary and 2 special schools.

Deputy Inspectors.

11. The touring of the Deputy Inspectors in the Surma Valley was satisfactory. In all the subdivisions the prescribed number of days was spent on tour; in many the prescribed number was exceeded.

Touring in the Assam Valley was not so satisfactory: The following Deputy Inspectors failed to tour for the prescribed minimum of days:—

Srijut Paramananda Gohain.
„ Bisweswar Changkakati.
„ Nil Kanta Barua.
Maulvi Muhammad Ali.
Babu Nadia Behari Das.
U Alexander.
U Nisor Singh.

This list contains the names of several excellent officers. No reason at all satisfactory has, however, been adduced for the shortage except in the case of Babu N. B. Das. A repetition will involve suspension of promotion pending enquiry.

The following officers are specially mentioned for conscientious performance of their duties:—

Rai Sahib Behari Lal Dhar, Deputy Inspector of Schools, Silchar.
Maulvi Azhar Ali, Deputy Inspector of Schools, Sunamganj.

The work of Rai Sahib Behari Lal Dhar calls for particular commendation. The senior Deputy Inspector in the Province, he toured in the 60th year of his age like a man of 30 and carried into the execution of his duties a spirit and enthusiasm which deserve the highest praise.

Sub-Inspectors.

12. In the Surma Valley only 5 officers remained in uninterrupted charge throughout the year. Of these the Sub-Inspector of Schools, Khasi Hills, Eastern Circle, failed to put in the requisite number of days on tour having fallen short by 34 days. This officer failed to tour sufficiently in the preceding year also. His explanation has been accepted by the Inspector. With this exception and with the exception of 3 Sub-Inspectors who remained in charge for broken periods and whose explanation of shortcoming appears to be adequate touring was sufficiently done in the Surma Valley. In the Assam Valley, Srijuts Annada Prasad Das, Jogendra Nath Kakati, and Jogeswar Barua failed to tour sufficiently. The promotion of Srijut Annada Prasad Das who was previously warned has been suspended. The others have been warned.

I should deprecate the estimation of a Deputy or Sub-Inspectors worth solely by the number of days spent on tour and the number of institutions visited. But a full record in these respects is a sign of energy; and the Sub-Inspectors at least, who have nothing to do but to tour and inspect, should have no difficulty in putting in the moderate number of days on tour which is prescribed by the standing orders.

The following Sub-Inspectors have received special mention in the Divisional Reports:—

SURMA VALLEY AND HILL DISTRICTS.

Maulvi Ataur Rohman.
Maulvi Abdul Mannan.
Babu Haraprasad Das.

ASSAM VALLEY CIRCLE.

Srijut Jogeswar Goswami.
„ Harendranarayan Datta.
„ Kamaleswar Barthakur.

Local Boards.

13. The Local Boards continued to be in charge of primary education in the Subdivisions throughout the year—for the most part, advantageously. But the system of Board control will have to be reconsidered unless means can be found of putting the Boards in a position financially to deal with their responsibilities. As it is there is a perpetual conflict between the interests of education and the interests of other departments of their activity. In this alone there is possibly no occasion for dissatisfaction. Other public bodies which deal with a number of interests have the same situation to face. Boards may be expected to rank the competing claims for expenditure according to what they

consider to be their urgency, and, generally speaking, they are not disposed to underestimate the claims of education. But their income is small and increasing slowly, their responsibilities heavy and rapidly developing. The present is a time of special educational activity. And it is required of the Boards that they shall adopt an unquestioning policy of extension. To enable them to do so they are provided with special grants from public revenues. This does not seem to be either sound delegation or good finance. For the conditions of the additional grants which are given leave the Boards no option as to the manner in which they are to be expended, and the grants are estimated to cover only the immediate obligations entailed by the work which is to be done. In nearly all cases unanticipated obligations accrue which the Boards are left to provide for from their local income—a source of supply which is already insufficient to the demands upon it. *The tendency in the case of Boards which* are hard pressed must be *to resile from obligations already undertaken and to oppose* themselves to progress. The situation is engaging consideration.

Municipalities.

14. The Municipal interest in education is more in the nature of a charity than of an obligation. *It would be of interest, if it were financially possible, to entrust the* Municipalities with the charge of vernacular education within their limits. As things are, the Boards, the Municipalities and the Department all play a contributing part. What is no man's charge tends naturally to be neglected. The case of Barpeta may be instanced in which as a result of placing the Municipality in funds to extend the facilities for vernacular education in the town the school population rose at once by almost fifty per cent.

Civil officers.

15. The Department owes much to the assistance given by Civil Officers. A special acknowledgment is due to Colonel Playfair in Sibsagar and to Mr. Laine in Goalpara for educational advance, in the one case amongst the tea-garden coolies, in the other amongst the Meches, which owes itself to their interest and influence.

Missions.

16. Good work continued to be done as in past years by the several Mission bodies. The Welsh Calvinistic Mission continued its excellent work in the Khasi and Jaintia Hills and developed its operations hopefully amongst the Namasudras in the Plains. I should like to draw the attention of the Administration also to the stimulus given to female education in Silchar by the admirable Mission School under the charge of Miss Lloyd, and to the efforts of the American Baptist Mission at Nowgong and Goalpara. To the Roman Catholic Mission in Assam, and in particular to the Very Reverend Dr. C. Becker, the Prefect Apostolic, the Department owes a debt of gratitude for counsel and very practical assistance in the matter of the education of the Anglo-Indian community.

CHAPTER III.

COLLEGIATE EDUCATION.

Preliminary.

17. Possibly the most obvious task of the Assam Colleges is the training of men for the occupation of the learned professions and the service of the State. Until our colleges turn out annually a sufficiency of well educated youths for these purposes there can be no rest. The cry of Assam for the Assamese has been urgent throughout the year. It is a cry which must receive a sympathetic response; but beyond granting a preference to local men in candidature for the posts at its disposal, the only response which Government can make is to extend and improve the facilities for education in its colleges and to encourage talent in poverty by the award of scholarships. During the year under report response on these lines was generously given. Such action as was practicable was taken almost without regard to funds. The number of scholarships was increased and their value raised. The affiliation of the colleges was deepened and extended; new professors were appointed, inferior men replaced by men of ability; college class rooms, laboratories and hostels were improved and developed, libraries and laboratories more fully equipped; and schemes for further development were laid down.

It is not enough to provide facilities; there must be men to take advantage of them; and at a time when education is in the air and a spirit of hope and encouragement abroad it may be anticipated that the enrolment of students in the higher college classes will rapidly increase. From a single season's growth, however, not much can be expected. An increase there has been in the year under report, but not such an increase as will meet the immediate demand or give promise that the outturn of

the colleges will suffice for the needs of Assam for some time to come. This is more particularly true of the Assam Valley which finds occasion for outcry in the advent of foreigners to its Government appointments. The Administration has shewn its readiness to prefer local men to appointments whenever local men are fit for them. It rests with the public to provide the men.

For posts in the more highly paid departments it is probable that Assamese can be found; but the poorly paid departments and private enterprise are at a loss. So far as the Education Department is concerned, it is plain that education in the higher stages will have to call a halt until the outturn of the colleges is largely increased unless Assam is prepared to accept gratefully in the future as it has accepted in the past such help as can be given to it by the neighbouring province of Bengal.

Cotton College.

Affiliation.

18. In accordance with the recommendations of the Gauhati Conference of September 1912, the affiliation of the Cotton College advanced during the year to the honours standard in English, Mathematics, Chemistry, History, Sanskrit and Mental and Moral Philosophy and proposals were presented for the grant of ordinary and Honours affiliation in Political Economy and Political Philosophy, for Honours affiliation in Physics and for post-graduate affiliation in English. The Syndicate was at first unwilling to grant post-graduate affiliation, considering that the Cotton College, as a local institution, was setting its aim too high—that the measure of affiliation proposed was unduly ambitious. In opposition to this it was urged that the college was not "local" in any narrow or restricted sense; it was a provincial or divisional institution and should be developed to provide, within reasonable limits, for the requirements of the Assam Valley. The Syndicate who have, throughout, adopted a friendly attitude to proposals from Assam, having been assured that the Administration was prepared to do all that was necessary to improve the staff, buildings and equipment of the College, agreed to the proposals submitted. The sanction of the Government of India has since been obtained and the Cotton College which started only a few years ago as a second grade concern has now a measure of affiliation which renders it second to but few colleges in the University.

Staff.

19. The staff was duly strengthened to enable the college to undertake the additional instruction entailed by the extension of its affiliation. In particular the lecturer in Sanskrit was replaced by a Professor in the Provincial Service and Professors of Economics and Physics were brought out in the Indian Educational Service. The department has been fortunate in securing the services of three thoroughly competent men for these posts, namely, Mr. A. E. Brown, Mr. D. E. Roberts and Babu Lakshminarayan Chatterjee.

Honours enrolment.

20. As was to be expected the honours classes were taken but little advantage of during the year, only 13 pupils enrolling themselves altogether, none in the B. Sc. subjects. An increase is hoped for; but a full enrolment for honours and a satisfactory honours list cannot be rapidly attained to. They imply a general raising of the standard of learning and accomplishment in the college. And this in turn must depend in considerable measure on the improvement of the high schools in the Assam Valley. Meantime the opportunity is present and will be seized by the best, who need no longer leave the province to obtain instruction in the colleges of Bengal.

Increase in numbers.

21. Mr. Sudmersen quotes the following figures to shew the rise in the enrolment of the college during the last six years :—

1908-09.	1909-10.	1910-11.	1911-12.	1912-13.	1913-14.
1	2	3	4	5	6
91	89	160	197	232	261

The rapid rate of increase in the latter part of the period is, of course, due to the raising of the college to the first-grade status in 1910. During the year under report, there was a total increase of only 29 students, the number rising from 232 to 261. The enrolmentof the degree classes rose from 59 to 70. This is not a great advance. But the enrolment in these classes must depend on the number of students who

pass the Intermediate Examination and it is satisfactory to be able to record that of 44 students who passed Intermediate in 1913, 39 enrolled themselves for further study. A rise in the number of passes from 39 to 61 gave promise of much larger degree classes during the current year. I regret, however, to record that the number of graduates shews a decline from 26 to 17.

Examination results.

22. Comparative figures of success in the University examination are tabulated below :—

Faculty.	Intermediate.		Degree.	
	1912-13.	1913-14.	1912-13.	1913-14.
1	2	3	4	5
Arts	38	46	19	12
Science	6	15	7	5
Total	44	61	26	17

Building extension, etc.

23. Nearly two lakhs of rupees were spent on the improvement of the buildings. Three additional Hindu hostel blocks were constructed to accommodate roughly 120 inmates. A Muhammadan hostel was put up with accommodation for 40. Residential quarters were constructed for the Hindu and Muhammadan Resident Superintendents in charge of the hostel system, and provision was made for the accommodation in each hostel block of a Resident Assistant Superintendent. The laboratories were improved in their accommodation and equipment. Large grants were made for the library and a new block of class rooms and lecture theatres was put up.

Future needs.

24. The Principal advises that the needs of the college are not yet nearly satisfied. I quote in this connection from his report :—

During the year the new Arts block was completed and possession was given to us by the Public Works Department. Its cost amounted to approximately Rs. 50,000. The building, however, has not solved the problem of accommodation even for our immediate requirements. When the college in July takes up the whole of its proposed courses of study, the room now occupied as a boys' common room will have to be made over to the English M.A. class and Seminar, and the common room will probably have to find location in one of the hostel blocks. The Principal is still without an office and there are no adequate arrangements for the holding of periodical and University Examinations. The Physics Department is being hampered for want of space and Mr. Roberts can find no room for his own work. For want of adequate space there is also danger of the expensive apparatus deteriorating. More room can only be found by transferring the whole of the Science block to the Physics Department and giving up the college building to Chemistry with a few reservations. This means finally the erection of another building to house our Library, provide an examination hall and B.A. class room seminars, the cost of which if done in adequate measure will not be less than Rs. 75,000. I hope that within two years it will be found possible to provide funds for this project.

I agree with the Principal that more room is required. But the Cotton College has been very liberally dealt with in the last year or two and it is unlikely that the Administration will be in funds to continue its bounty and at the same time to provide for the much more urgent needs of the Murarichand College.

Murarichand College.

Present advance.

25. It is the intention of the Administration to develop the Murarichand College so that it may provide for the people of the Surma Valley in the same manner as the Cotton College does for the people of the Assam Valley. This is a very large undertaking. The college was taken over from private possession in April 1912 as an institution with a very narrow measure of affiliation, an inadequate and poorly paid staff, a small enrolment, and most meagre accommodation and equipment. Pending the elaboration of a more ambitious scheme the improvement of the college as a second grade institution under existing conditions was vigorously taken in hand. The class room and hostel accommodation were widely extended, the laboratories and the library fully equipped. With regard to the latter it was remarked by the University Inspectors on the occasion of their visit that the library was superior to that of many first grade colleges in Bengal. With effect from

the beginning of the academical year the college reopened with a much extended basis of affiliation in Arts covering the following subjects :—

English, Vernacular Composition, Mathematics, Logic, Chemistry, Physics, History, Sanskrit and Persian.

It also received affiliation in the Faculty of Science. Five new posts were created in the Provincial Service and duly occupied by competent men.

Development scheme.

26. Action proceeded in regard to the development of the scheme for raising the college to the first grade. A site of between 25 and 30 acres of land was acquired for the accommodation of the college buildings at a cost of between fifty and sixty thousand rupees, a sum which will possibly be enhanced on appeal; and since the close of the year the preparation of the plans and estimates for the new buildings required has been put in hand by the Public Works Department.

The scheme is likely to take a very considerable time in development, as well on account of its magnitude as of the difficulties offered by a site which is largely interfered with by tanks and streams. It may be possible, however, for the Administration to anticipate the full development of the institution by putting it in a position in its present buildings, somewhat extended, to earn affiliation up to the Degree Standard in a limited number of subjects in Arts.

Enrolment.

27. The increase in the enrolment is satisfactory, numbers having risen from 128 to 181 :—

	Number of students.		
	Class I.	Class II.	Class III.
1912-13	75	53	128
1913-14	100	81	181

The Principal advises that many more students could have been admitted had accommodation allowed and there seems to be no doubt that, as soon as the College is raised to the first grade and the full facilities contemplated by the extension scheme provided, the enrolment will rapidly rise to three or four hundred, and the Surma Valley will not have long to wait before it can provide local graduates in number sufficient for all its needs.

Examination results.

28. Forty-six students passed the Intermediate in Arts as against 30 in the previous year, and for the first time a presentation was made for the Intermediate diploma in Science, three students being successful out of four presented.

College life.

Cotton College.

29. Some difficulty was experienced in persuading members of the Cotton College staff to live in the bachelor quarters connected with the hostels as Assistant Superintendents. This difficulty is unexpected and may be productive of trouble. Meantime the Principal's report speaks well of the discipline of the college and the hostel. It is satisfactory to note that in an institution of this size no disciplinary action was called for throughout the year in which the intervention of the Principal was necessary. The Hostel Superintendents have shown their appreciation of the responsibilities they have undertaken by the manner in which they have encouraged the formation of students' societies. In this connection the Principal writes :—

> One of the best safeguards to morality is the complete occupation of the student's mind, and, with the many activities connected with this college, together with strenuous labour for tutorial and class instruction, it is hoped that the moral question largely resolves itself into a determination that the student should not be allowed to escape taking due interest in one or more of these activities.

Babus Prafulla Chandra Roy, Ananda Kishor Das and Bhuban Mohan Sen were in charge of the College Athletics. The college is specially indebted to them for their help in this department. Other professors, amongst whom it is interesting to note the name of Babu Lakshminarayan Chatterjee, the Professor of Sanskrit, also took part in the encouragement of athletics amongst the students. Proposals are under consideration for the improvement and extension of the recreation grounds.

Murarichand College.

30. It is uphill work in Sylhet under present conditions to advance the athletics and the corporate life of the college. But the difficulties are not exaggerated, and effort has proceeded with a good heart, the most being made of such facilities as do exist. The Principal expresses his appreciation of the help obtained from the following professors and lecturers, whose names I am glad to mention with commendation :—

Babu Suresh Chandra Sen Gupta, in connection with the College Debating Society.
Babu Nalini Mohan Mukherjee Sastri, in connection with the Students Reading Room.
Babu Nimai Chand Seal, in connection with the College Athletics.

I would again draw the attention of the Administration to the energy and capacity brought by Mr. Sudmersen to the conduct of the affairs of the Cotton College. I have also to commend Mr. Datta for his capable management of the Murarichand College during the year.

CHATER IV.

SECONDARY SCHOOLS FOR BOYS.

General.

31. With the assistance of special grants already received from the Government of India and in the hope of considerable further grants the Administration authorised the initiation of a policy of expansion on the following lines :—

In the first place—to provincialize the majority of the aided high schools at Subdivisional headquarters.

In the second place—to extend the Government High Schools, including the newly provincialized schools, so as to permit of the opening of two sections in each class from the first to the last, involving an ultimate number of no fewer than 640 boys in each school.

In the third place—in stations where there is no second high school, to encourage the formation of Middle English schools to relieve the pressure upon the lower classes of the existing high schools, and pending the development of these middle schools and their ultimate elevation to the high school standard, to permit, as a temporary measure only, of the opening of third sections in the high school classes proper (classes VII-X).

In the fourth place—to improve existing aided high schools by increased grants-in-aid to enable them to secure and retain the services of a reasonably well-qualified staff and to put them in a position to develop as the demand arises and their responsibilities increase.

In the fifth place—to assist in the opening of new high schools where a demand can be clearly shewn to exist and the public are sufficiently eager for the establishment of the institution to make the usual proportionate contribution.

Action taken in pursuance of pcliey.

32. The following action was taken during the year in pursuance of the policy outlined above.:—

1. Provincialization.

33. The Aided High Schools at Golaghat, Mangaldai, Barpeta, Goalpara and Karimganj, were taken over by Government with effect from 1st January 1914. The provincialization of the Habiganj High School was put on a permanent instead of on a temporary basis ; and the High School at Maulvibazar was taken over with effect from 1st April. The staff of these schools was strengthened and improved ; the immediate net cost to Government after crediting, the fee receipts is Rs. 48,000 annually. Grants were made for the improvement ofbuildings and equipment. In all cases the existing buildings are of no account. Schemes were accordingly put in preparation for the construction of new buildings and the provision of hostels and playing grounds. Sums amounting in total to six or seven lakhs of rupees will be required for the work.

2. Expansion of high schools.

34. A scheme was sanctioned during the year for the development of the Government High Schools at District headquarters so as to provide on a definite scale for present requirements and to allow for the expansion anticipated in the beginning of the current calendar year. This scheme involved the addition of 35 new appointments to the staff of these schools and some 50 rooms to the buildings. It was duly carried out in course of the year, and the enrolment rose very considerably.

3. New Middle English schools, etc.

35. Middle English schools were opened in Tezpur, Barpeta and Habiganj, to relieve the pressure on the lower classes of the High Schools and proposals were under consideration for the opening of a number of additional Middle English schools. The opening of third sections on a temporary basis was provided for in the Government High Schools at Sylhet and Silchar.

4. Improvement of aided high schools.

36. The unaided schools at Gauhati and Dibrugarh were taken on to the aided list and provided not only with considerable maintenance grants, but also with grants to permit of the construction of new school buildings. These buildings were put up on

temporary lines, pending the elaboration and presentation of projects for permanent school buildings according to the new high school type plans and the emergence of funds to allow of their construction. Proposals were also under consideration for purchasing Mr. Bezbarua's High School at Sibsagar and handing it over to a representative committee for management on an aided basis. The grant to the Hailakandi High School was considerably increased and negotiations were in difficult progress with the authorities of the Haris Chandra High School at Baniachang, and the Giris Chandra High School at Sylhet with a view to their being brought on to the aided list.

5. New High schools.

37. The Government Middle English School at North Lakhimpur was put in a position to start advance to the full high school standard. Correspondence proceeded with regard to the opening of a second high school in Silchar and a third in Sylhet.

Graded Service for English teachers.

38. All this follows the policy of advance approved by the Government of India, in their Educational Resolution of 21st February 1913. In regard to what is one of the most important articles of that policy, namely, the introduction of a graded service for teachers of English with a maximum salary of Rs. 400 per month, no action was possible. The question has for long been agitated of granting to graduates in the service of the Department an initial pay of Rs. 75 instead of the Rs. 50 at present allowed in class VIII of the Subordinate Educational Service. The Administration was, however, unable to provide for expansion (as was done) by doubling the number of appointments in the grades and at the same time to provide for such an increase of pay as would put the service in a satisfactory condition. It seems unnecessary to discuss this question in detail inasmuch as, after a campaign of misunderstanding, it was throughly thrashed out and laid to rest in Council.

Another question which arose in connection with the growth of the service requires passing comment. So far as the schools both in the Surma and in the Assam Valleys were concerned every attempt was made to secure the services of local men. In the Surma Valley the supply was just adequate to meet the demand; in the Assam Valley on the other hand, the supply was almost non-existent and what few graduates there were struck against entering the service of the Department on a smaller rate of pay than Rs. 75 a month. This could not be given; the posts had to be filled; the arrival of outsiders was greeted with complaint. In the endeavour to staff the schools with local men, it was decided to accept Brahmaputra Valley F.As., and Intermediate men, encouraging them during their probation to complete their studies for the degree. But advertisement elicited no response. Meantime the posts remained vacant or were casually occupied by unqualified men, and the high schools of the Assam Valley, already unsatisfactory, have advanced in inefficiency.

The fact is that Assam has not at present a sufficiency of highly educated men to staff its secondary schools. A realization of the situation is essential. If candidates are not to be found for Government High Schools who have even the Intermediate qualification, candidates will be similarly lacking for aided high schools, and the case of middle schools will be desperate. There are only two alternatives:—to seek and accept gratefully the help of the sister province in so far as it is able to afford it or to check the development of English education until the supply of Assam graduates is sufficient to permit of the advance being conducted by means of a purely provincial agency.

Statistics for high schools.

39. The number of high schools rose from 27 to 29 of which, owing to the provincialization of schools at subdivisional Headquarters, 17 were Government institutions as against 11 in the previous year. Of the remaining schools 6 were on the aided and 6 on the unaided list. The numberof pupils in attendance rose from 9,949 to 11,120 an increase of 14 per cent. An even more marked increase, from 4,106 to 4,763 or 16 per cent. is recorded in the number of pupils in the high school stage of instruction.

Matriculation results.

40. The success of Assam candidates at the Matriculation examination was not so marked as in the previous year. The number of candidates rose from 377 to 483, while the number of successes increased only from 289 to 300. The subjoined comparative table is interesting:—

	Percentage of successful candidates.		
	State schools.	Aided schools.	Unaided schools.
Surma Valley and Hill Districts ...	75	59	61
Assam Valley Circle ...	62	27	53

It will be seen that the state schools have been much more successful than the aided and that schools in the Assam Valley compare but poorly with those in the Surma Valley. It is startling to find that the unaided schools have done much better than the aided schools. This is due in part to the inclusion of the worst of the unaided schools on the aided list and the removal of the best to the list of state institutions. It may be hoped that the policy of aid and encouragement which has been adopted towards the schools on the aided list will have its result in a rapid improvement of the state of affairs. The results in the aided schools of the Assam Valley were deplorable.

Improvement of Government High Schools.

41. The opening of teachers common rooms and libraries and the holding of periodic teachers' meetings was recommended and was introduced in a certain number of schools. Throughout the year the necessity was urged upon Headmasters of realizing their responsibilities, asserting their authority, and welding into something resembling unity the loose parts under their control. Of very few schools could it be said that the mark of the Headmaster was upon them from the first class to the last, of many that the Headmaster was simply an ordinary member of the staff differentiated from his fellows by having less than they had to do in class and more in connection with the routine administration of the school.

With a view to the improvement of conditions the following measures were brought into effect in course of the year:—

(1) Increase of staff, and provision for the occupation of future vacancies on the English teaching staff by graduate teachers

(2) The release of time to headmasters (i) by the increase of staff, (ii) by the appointment of clerks, to enable them to occupy themselves to a much greater extent than had hitherto been practicable in the work of supervision and control.

(3) The imposition on assistant headmasters of responsibility to headmasters for the work of the vernacular classes in the lower school, one period in the day being granted to them for supervision.

(4) The elaboration in each school of a system of work for teachers and pupils which will allow of a regular record being kept of the school work done by each pupil.

(5) The insistence upon examination for admission to class III and a much more careful consideration of promotions in the lower classes of the school.

Buildings of old Government high schools.

42. The majority of the old Government High Schools are poorly provided in the matter of school buildings. Schemes have been in preparation for improvement, extension or reconstruction. Work has been started on a scheme for entirely new buildings at Jorhat. About three lakhs in addition to funds already in hand should suffice to complete the programme of construction.

Middle English schools.

43. Again there was a large increase in the number of pupils attending Middle English schools. The actual figures show a rise from 12,638 to 14,693 or about eight per cent., the number of schools having risen from 102 to 113. The increase in the enrolment would have been much greater had it not been for the discontinuance of classes I and II in several schools, provision having been made for the education of the children of these classes in neighbouring patsalas.

Every considerable centre wishes to have a Middle English School, but few are willing to make any sacrifice to obtain it, and few are in any case in a position to secure the services of a well qualified staff. Granted men and money the number of Middle English schools could be doubled in a couple of years. But even if the money were there the men are wanting. No great rapidity of progress can therefore at present be looked for. Nor is it desirable that Middle English education should extend its influence considerably until it has set its house in order. The present very unsatisfactory state of this class of schools was referred to in last report. During the year a scheme was framed which, combining with a proposal to be adverted to in the chapter on elementary education, sought to improve existing Middle English schools, to provide on satisfactory lines for as rapid an increase of facilities for learning English as conditions would permit, to raise the general standard of vernacular education, and to secure the further advantages of unifying the control of secondary education and removing from Local Boards the temptation to foster English education at the expense of vernacular education (which requires all their interest and more than all

their resources). The following were, in summary, the main recommendations of the scheme:—

1. That Middle English education should become the direct charge of the Department, the Local Boards being relieved of all responsibility for the maintenance and aid of Middle English schools.
2. That no new Middle English School should be opened or recognized unless it were well founded in every respect on standards not differing essentially from those recognized in high schools.
3. That existing Middle English Schools should, as a general rule, continue to be recognized as such, but that in certain cases they should be converted into Middle Vernacular schools offering an option of English.
4. That Middle English schools hereafter should ordinarily confine themselves to the English teaching classes, namely, III to VI, so that they might not interfere with the principle of free vernacular instruction.
5. That the staff of each school should be calculated in accordance with a fixed standard in view of the prescribed syllabus of studies.
6. That the scale of establishment in each case should be determined according to a fixed standard.
7. That the schools should be satisfactorily established in respect of accommodation, furnishings, equipment, hostel arrangements (where necessary) and facilities for physical exercise.
8. That a system of maintenance grants should be devised, instead of the present want of system, receipts from other local sources than the fee collection being left altogether out of account in the estimation of the grant-in-aid. It would be open to private generosity to contribute so as to reduce the fee rates either generally or for special classes.

Capitation in upper primary and middle schools.

44. Payment by capitation in Upper primary and Middle schools was abolished in course of the year, after a period of six years working. The system was universally regarded as unsound and impracticable, proceeding as it did on the basis of a concourse of fixed grants calculated without reference to any scale, the amount of each grant depending on considerations emergent at the time of settlement, namely, the financial condition of the school and the financial position of the Board. The practical effect had been to settle grants on a permanent scale which were determined in a time of poverty and with reference to a complexity of purely occasional conditions. It was a further objection that the system had given rise to justifiable dissatisfaction in backward localities where the grants had suffered reduction on reassessment.

CHAPTER V.

Elementary Education.

Important measures.

45. Consequent on the receipt of the Government of India grants and the announcement of their educational policy, a strong forward movement was initiated during the year along lines of improvement and of expansion. The fixed pay (apart from capitation) of teachers in Lower Primary Schools was raised to a minimum of Rs. 8 against the former minimum of Rs. 3; a scheme for the general improvement of the pay and prospects of the vernacular teachers' profession was begun by the establishment of 25 Lower Primary Schools in each valley on the marginally-noted scale, and this scale was extended to Upper Primary Schools: each Local Board was given a recurring grant amounting to 10 per cent. of its average expenditure during the last three years to enable it to take over existing venture schools and to open new schools: and education was made free from the first class to the last in all classes and grades of vernacular schools. If funds are provided to allow of the development of the progress so begun, I have little doubt that the aim of the Government of India to double the number of children at school will be achieved within the next five or six years. Should funds not be so provided the effect will be to restrict the rate of advance which would otherwise ordinarily have occurred, as the funds available will naturally not go so far as they would have done had the rates of pay not been increased.

	Rs.	a.	p.
Head Pandit ...	20	0	0
Second „ ...	12	0	0
Third „ ...	10	0	0
Contingencies ...	0	8	0
	42	8	0

The most important of these measures was the abolition of fees in all classes of vernacular schools. Prior to this order pupils read free in Lower Primary Schools but were charged fees in all the classes of Upper Primary and Middle Schools. The result was to discourage advance, and by making the Lower Primary the limit of an

elementary school course to secure a very low general standard of education. I hope that the orders abolishing fees in the higher grades of vernacular schools will be followed in due course by orders setting the Middle Vernacular as the ordinary standard, classing vernacular schools only as complete and incomplete, and removing every obstacle from the path of schools which have been classed as Lower Primary but desire to carry their pupils beyond that stage.

Co-ordination of English and vernacular education.

46. In last year's Report I drew attention to the difficulties which beset the advance of vernacular education, advising in particular that no rapidity of progress could be expected until something was done to bridge the valley between education on purely vernacular and education on Anglo-Vernacular lines. There can be no question of the demand for instruction in English, in villages and towns in backward and progressive areas alike. From every sub-division there is the same report, an unsatisfied demand for English ; and, while, in the present defect of qualified teachers, no liberality would serve to satisfy the demand, it is for consideration whether it might not be confidently encouraged so far as facilities permit in the belief that there is not only no harm in English education even for the villager but that its more general diffusion would work for the advancement of the province.

A few quotations from Subdivisional reports may be of interest :—

From Habiganj :—

It cannot be denied that there is a great demand for English education, and the villager even in the most backward locality has realised the bare necessity of imparting English education to his child.

From North Sylhet :—

The demand on the part of the people for English education continued unabated..... The increase shown in the number of pupils in English schools does not fully represent the actual demand for English education

and, quaintly expressed, from the backward Subdivision of Mangaldai :—

Learning of a few English equivalents will not much benefit mass education though they ignorantly hanker after it.

The fear is felt that learning to read and write in English will spoil the villager for village life and the avocations of his forefathers. Similar fears were expressed a century and a half ago with regard to the advancement of education in England. It is interesting to quote in this connection from so stout a conservative as Dr. Samuel Johnson :—

No, Sir. While learning to read and write is a distinction, the few who have that distinction may be the less inclined to work but when every body learns to read and write it is no longer a distinction. A man who has a laced waistcoat is too fine a man to work ; but if everybody had laced waistcoats we should have people working in laced waistcoats.

One disturbing feature of the present system is that village children cannot learn English without the interruption of travel and the evil effects of separation from home and of life in pupilage without control.

Recommendation of Annual Conference.

47. At the Annual Conference of Educational Officers held in Shillong in October 1913 the subject engaged attention and a series of recommendations were made, of which the general effect would be :—

(1) To offer a full elementary course of education in the vernacular free of cost.

(2) To link this system to the system of secondary education by allowing the option of English in Vernacular schools wherever the local people were willing to make satisfactory arrangements for it and to pay the whole cost. The State would still bear the full cost of the vernacular staff, and all that the local people would be called upon to provide would be the salary of the English master and any small sum which might be required for contingencies.

(3) To systematize the administration of education below the High School standard by making vernacular education up to the end of the course, *i.e.*, elementary education, the peculiar care of the Local Boards, and secondary education, the peculiar care of the State.

During the year, action proceeded on these lines. Vernacular education as already stated has been made free up to the close of the Middle Vernacular or elementary course. Proposals still under consideration have been presented in regard to allowing the option of English in Middle Vernacular schools. Similarly proposals have been framed with a view to the Department taking on to its aided list all the Middle English schools at present managed or aided by the Boards, and leaving the funds so released in their hands for the development of their vernacular schools beyond the Lower Primary standard.

For these purposes, funds are required in large and growing measure. The proposals were conceived in the presence and promise of plenty, and will require re-adjustment if conditions arise which render it necessary to husband the resources of the State.

48. A new scholarship scheme was presented during the year, largely in the interest of elementary education, encouraging study beyond the Lower Primary standard. It awaits the emergence of funds to give it effect.

Scholarships.

49. In further encouragement of Middle Vernacular schools, revised rules were framed to bring the transfer of pupils from vernacular to English schools under regulation and to provide for the grant of special facilities to boys entering English schools from the higher classes of vernacular schools to enable them to advance at a more rapid rate than the annual progress from class to class.

Transfer from Vernacular to English schools.

50. Finally, the Department decided to recommend to the Administration as a measure of radical importance to education in the province that the public examination at the close of the Middle Vernacular school course should be reinstituted without delay.

Vernacular school final examinations.

51. It is pleasant to be able to record that the measures taken for the encouragement of post-primary education in the vernacular have already borne fruit. The number of Upper Primary and Middle Vernacular Schools for boys rose from 105 to 110, the number of Middle Vernacular schools having risen from 36 to 47. The enrolment of these schools was 9,731 against 6,873 in the previous year, of whom 2473 as against 1886 were in the Upper Primary and Middle Vernacular stages of instruction. The number in classes VI and VII increased by more than a third—from 644 to 868. This satisfactory progress requires funds if it is to be maintained. It is of the first importance that it should be maintained, and I would advise all Local Boards to set aside a portion of the growing revenues which they devote to education to the advancement of a number of their schools to the Middle Vernacular standard or to the improvement of existing Middle Vernacular schools. This recommendation is of particular importance to the Boards of Hailakandi, Habiganj, Sunamganj, Karimganj, Goalpara, Mangaldai, Tezpur, Golaghat, Sibsagar, North Lakhimpur and Dibrugarh.

Statistics of progress.

In all there was an increase of 15,900 or between 10 and 11 per cent. in the enrolment of vernacular schools for boys. The increase for boys' lower primary schools was 13,042 or 9 per cent. The number of boys' vernacular schools of all classes rose from 3,570 to 3,807 of which 3,465 and 3,697 were Lower Primary schools, an increase in each case of nearly 7 per cent.

52. Attention was drawn in last year's report to the question of wastage in school and I advised that the matter should come under careful survey every year.

Wastage in Vernacular schools.

53. The following table shows the number of pupils attending the various classes of vernacular schools in the Province for the year under review and compares them with the numbers of the previous year:—

1. In Province.

Year.	Class I.		II	III	IV	V	VI	VII	Total.
	A	B							
1	2	3	4	5	6	7	8	9	10
1912-13 ...	58,582	39,316	28,640	20,057	10,866	1,226	419	239	1,59,345
1913-14 ...	74,687	35,228	32,198	20,517	12,213	1,676	549	359	1,77,427
Increase or decrease in vernacular schools.	+16,105	—4,088	+3,558	+460	+1,347	+450	+130	+120	+18,082
Increase or decrease in English schools.	—527		—229	+36	+1,843	+261	+234	+341	+1,959
Total increase ...	+11,490		+3,329	+496	+3,190	+711	+364	+461	+20,041

On the rough and ready system of calculation adopted in last year's report it will be seen that of the previous year's enrolment of 48,949 (half the number of pupils in the two sections of class I), 16,751 or 34·2 per cent. failed to reach class II; of the 28,640 pupils in class II, 8,213 or 28·4 per cent. failed to reach class III, and of the

20,057 pupils in class III, no fewer than 7,844 or 39·1 per cent. failed to reach class IV. These percentages show some improvement on the whole over last year's percentages of 37·5, 23·8 and 45·2. The total wastage on this basis was 32,808, showing a percentage of 67 against last year's percentage of 70. This is progress, even if be at a somewhat slow rate.

Attention need not be arrested by the reduction in the number of pupils in class IB. Its relation to fact is obscure.

It is matter for congratulation that the decrease of 577 pupils in class IV, 138 in class V and 42 in class VI which was recorded in last Report, has given way to an increase in these classes of 1,347, 450, and 130.

2. In Surma Valley.

54. As will be seen from the table below, the figures for the Surma Valley are not so depressing as last year's :—

Year.	Class I.		II	III	IV	V	VI	VII	Total.
	A	B							
1	2	3	4	5	6	7	8	9	10
1912-13 ...	31,369	18,058	15,245	10,689	5,550	503	98	65	81,577
1913-14 ...	38,129	17,677	16,128	10,667	5,820	515	149	79	89,164
Increase or decrease in vernacular schools.	+6,760	—381	+883	— 22	+270	+12	+51	+14	+7,587
Increase or decrease in English schools.	—89		—166	+180	+446	+128	+131	+104	+734
Total increase	+6,290		+717	+158	+716	+140	+182	+118	+8,321

These figures would have been much more satisfactory had it not been for the action of the Habiganj Local Board in closing some forty of its schools, involving a reduction, at a time when the Board's educational allotments from the Government were being largely increased, of no fewer than 801 children in the higher classes of vernacular schools in the subdivision. It is useless to comment on the local understanding, so disclosed, of the principles of self-government. To what exigency the Board thought it proper to sacrifice the education of the ryot, I do not know; but action has been taken to secure that it shall be prevented in future from any such flagrancy of re-action.

The general figures are satisfactory showing, as they do, an increase in this Division almost equal to the whole provincial increase of the previous year; but energetic action is required of all the Deputy Inspectors in the Surma Valley to advance the enrolment in the higher classes. It is disappointing, for example, to note that in a subdivision so capably administered as North-Sylhet there was a decrease of 35 in the number of pupils in classes III to VII of vernacular schools. The returns from Hailakandi show no pupils reading in classes VI and VII. In Sunamganj the numbers reading beyond the Lower Primary stage declined; and in Karimganj the increase was insignificant. Only in Silchar and South-Sylhet could progress be described as satisfactory.

3. In Assam Valley.

55. The figures for the Assam Valley are more encouraging :—

Year.	Class I.		II	III	IV	V	VI	VII	Total.
	A	B							
1	2	3	4	5	6	7	8	9	10
1912-13 ...	27,213	21,258	13,395	9,368	5,316	723	321	174	77,768
1913-14 ...	36,558	17,554	16,070	9,850	6,393	1,161	400	280	88,263
Increase or decrease in vernacular schools.	+9,345	—3,707	+2,675	+482	+1,077	+438	+ 79	+106	+10,495
Increase or decrease in English schools.	— 438		— 63	—144	+1,397	+133	+103	+237	+ 1,225
Total increase	+ 5,200		+2,612	+338	+2,474	+571	+182	+343	+11,720

In the Report for 1912-13 there was some confusion owing to the fact that the Surma Valley had regarded section 1-A as the lower of the two sections of class I, while the Assam Valley had regarded it as the higher. This confusion probably extended itself to different reporting agents in each Division. In the outcome no reliance whatever can be placed on the comparative figures for sections A and B, the only figures of value being the totals for the class. This confusion will not recur, definite instructions being issued to the effect that "A" is the lower, "B" the higher of the two sections. It will be noticed that the increase in all classes is 10,495 or 2,260 more than the increase for the whole province last year. In place of the decrease in 1912-13 in classes V & VI of 84 and 45 pupils respectively, this year has seen an increase of 438 and 79.

The administration of vernacular education was particularly successful in Gauhati and Nowgong; it appears to have been weak in Barpeta, Mangaldai and Golaghat. In the last subdivision there was a decline in the number of pupils in public institutions from 4,235 to 4,228, despite the fact that the number of such institutions rose from 88 to 93.

Capitation.

56. It was advised in last year's report that the capitation system had failed to deal adequately with the difficulty of inducing parents to keep their children long enough at school. The subject was discussed at the Annual Conference. I quote from the Proceedings:—

> The question of the operation of the system of paying Lower Primary school masters partly by capitation on the number of pupils in the three top classes of their schools was taken up. The Inspectors of Schools and representatives from the Assam Valley were confident in their condemnation of the system, regarding it as free from any advantage, as involving the Department in a great deal of quite unnecessary work, and in maintaining in the schools an atmosphere of dishonesty or at least of the suspicion of dishonesty. The Surma Valley representatives were, however, of opinion that the system offered a strong incentive to teachers to increase the number of pupils in the upper classes of their schools and that on the whole its operation was advantageous. ... . With reference to a remark in this regard the Director stated that statistics were incapable of affording any assurance one way or the other. It was found from figures collected for the purpose that while the number of pupils in the higher classes of the schools had increased very considerably the percentage which they bore to the number in the lower classes had declined. Owing, however, to the fact that the present was a time of great educational expansion which naturally manifested itself numerically most strongly and immediately in the lowest classes it was not just to draw an adverse conclusion from the figures collected. He was not personally in favour of the capitation system, but he was unwilling to move against it except on an opinion carefully considered by local officers and arrived at after giving special consideration to the question throughout a period on tour amongst the schools affected. It was, therefore, agreed that the question of the continuance or discontinuance of the capitation system should be definitely referred to the Deputy Inspectors by the Inspectors of Schools who would, in good time before the next Conference, submit a final report upon which the views of the Conference would be taken. It was suggested that the Deputy Inspectors should be asked to consider in particular the following questions:—
>
> (1) Whether the capitation system did as a matter of fact influence teachers to persuade parents and guardians to keep their children longer in schools.
>
> (2) Whether the measure of success so attained was such as to justify the labour which the system involved.
>
> (3) Whether the system did import into schools an atmosphere of dishonesty and of suspicion.
>
> (4) Whether such advantageous results, if any, as they considered were achieved by means of the capitation system could be achieved by any other system which they could suggest simpler in operation and free from objection in principle.

A circular letter was issued accordingly with a view to the full discussion of the question at the Conference of 1914-15.

Attendance.

57. The subjoined statement shows the percentages of attendance in each grade of Vernacular Schools as compared with the figures of the preceding year:—

Year.	Lower Primary Schools.	Upper Primary Schools.	Middle Vernacular Schools.
1	2	3	4
1912-13	67·6	74·6	76·5
1913-14	68·3	66·1	58·4
Advance or decrease	·7	—8·5	—18 1

If the figures for Lower Primary Schools are not reassuring, those for Upper Primary and Middle Schools are lamentable. The attention of Deputy and Sub-Inspectors is again called to the importance of encouraging regular attendance in the schools under their control.

Bad attendance means a bad school.

CHAPTER VI.

TRAINING OF TEACHERS.

Statistics.

58. The returns, in which I place but little reliance, show 2,388 trained men in a total of 5,719 vernacular teachers. The figures for the previous year were 2,109 and 5,118. In the case of Anglo-vernacular and classical language teachers, the numbers rose from 34 out of 606 to 53 out of 698. Graduates increased from 77 to 109. I trust that, if and when funds are provided in such measure as to all w of a systematic gradation of pay according to qualifications, I shall be able to report hereafter statistics of lower primary school teachers in number who have improved their qualifications by passing the vernacular school leaving certificate examination.

The most important record for the year in connection with the training of teachers is the large increase in the enrolment of the upper classes of Middle vernacular schools. If this maintains itself, we may reasonably hope within the next year or two, except possibly in the most backward localities, to enlist no man as a vernacular teacher who has not himself completed the studies of the vernacular school and acquired an education on which it is possible to graft a course of professional training.

Development.

59. For want of funds, no action was taken during the year to extend the facilities offered for the training of teachers. The matter did not however escape attention; and schemes were prepared in outline for the opening of a training college for secondary teachers and ten training schools for elementary teachers, which will be thrown into form and presented as soon as there is a prospect of their being financed. Meantime, so far as elementary teachers are concerned, what little money there is can be more profitably spent in advancing the general standard of vernacular education and so improving the qualifications of the class of men from which the staff of teachers is recruited.

Revisal of courses for Normal schools.

60. Important work was done during the year in connection with the present institutions and the present courses of instruction.

The prescription of the new curriculum for vernacular schools (1910), introducing as it did, new methods of teaching and setting a different and more exacting standard of accomplishment for the teachers, required an entire recasting of the courses of training which had been prescribed in the previous year. In the general pressure of work at the time the new courses were sanctioned this matter was left over, and the teachers continued to be trained with reference to the requirements of the system which these courses rendered obsolete.

Further it was open to question whether the reduction of the normal school course from three years to two had been well advised. The general opinion was adverse. In Bengal and Behar, where a similar reduction had been effected, the old three years course had been re-introduced. It had been urged that Assam could not do better than follow the example of the larger provinces.

In these circumstances a sub-committee of the annual conference was set the task of reporting on the rules for the working of normal schools. The rules and syllabus were reframed by the conference in view of their report, and a remit made to a further sub-committee, which advised in due course, in the matter of text books. The new rules and courses were brought into effect on the reopening of the schools in January last.

The following are amongst the features of the new rules:—

1. Advantage has been taken of the general policy of decentralization to extend the powers and responsibilities of the Superintendents.
2. The courses of instruction are framed with direct reference to the requirements of the new syllabus of instruction in vernacular schools and are precisely and fully set forth.
3. Increased emphasis has been laid on the practical aspects of the course, the time table having been revised so as to allow adequately for actual teaching practice, and instruction and practice having been provided for in the conduct of plural classes.

4. The period of training has been extended to three years.

5. Provision has been made for a sound elementary course of instruction in Sanskrit.

Such a course I regard, as of great importance, not primarily for any value which it may have in qualifying teachers to exercise more efficiently their functions as teachers of the vernacular but because it affords an opening, and to vernacular men the only opening, to a wider field of study. It should further result in the improvement of the vernaculars, and also, I trust, in the strengthening of the literature.

6. For Assam Valley students a short course of Bengali has been introduced into the curriculum, as a temporary measure.

It will be borne in mind in this connection that Bengali was till ten or twelve years ago the medium of instruction in the old normal school at Gauhati. The break-away has been too sudden. The majority of the books required in the pedagogic subjects are not to be had in Assamese. The alternatives are that the students—they have only received an elementary education—should be left to stumble through books in Bengali which they would have difficulty in understanding even if they were in Assamese, or that their task should be facilitated by a systematic study of the language. There was just a danger that people in the Assam Valley might misunderstand the action and regard it as a movement towards reasserting the predominance of Bengali. Nothing could of course be further from the truth, and I am glad to say that this has been recognized. So long as the books prescribed are in large part Bengali a short course of Bengali is indispensable. But action is proceeding to have a complete set of the books required produced in Assamese.

Revisal of courses for training classes.

61. The courses for the training classes for lower primary school teachers were also reconsidered and revised courses brought into effect.

Summary report on existing institutions.

62. Enquiry ascertained that the training given in the so-called training schools at Shillong and Tura was only nominal. The situation engaged consideration.

The Silchar school continued to flourish under the able control of Babu Aghore Nath Adhikari. The Jorhat school again did badly. The fault was shared by the staff and the Examination Board, the instruction having been poor and the examining inexpert. A general reconstitution was taken in hand.

CHAPTER VII.

SPECIAL INSTRUCTION.

A.—Law.

Gauhati Law College.

63. The scheme for opening a Law College at Gauhati was worked out in detail and sanctioned during the year, and arrangements were made with the University for a start in July 1914. Pending the erection of suitable buildings for the College, and in the faith that these buildings would be ready for occupation by July 1915, the University stipulated that instruction should be offered for the present only in the first year's course.

Pleadership classes.

64. The proposals referred to in last year's report for the opening of three additional centres for the instruction of pleaders in Assam were not favourably received by the High Court.

B.—Berry-White Medical School.

65. An abstract report furnished to me by the Inspector-General of Civil Hospitals is printed in the appendix.

C.—Engineering and Industry.

Department of Industries, etc.

66. As an outcome of the conference on technical education which was held at Gauhati on 22nd September 1913 it was decided to recommend to the Government of India the establishment of a new Department, *viz.*, Industries and Co-operative Credit. It was further decided that this Department should have charge of technical and industrial education.

D.—Oriental Education.

Sanskrit.

67. Schemes for the advancement of Sanskrit education have been talked of during the past two years but I am not yet in a position to record any important advance. The total number of tols of all classes (public and private) increased from 70 to 81, the number of pupils rising from 1,386 to 1,446. Twenty three of these tols as against 17 in the previous year were on the aided list.

Statistics.

68. Some encouragement was given to Sanskrit education by the opening of local centres in both Valleys for candidates for the first and second examinations of the Calcutta Board, and by granting scholarships tenable at institutions of repute outside the province.

Opening of centres for Calcutta examinations.

69. For the rest Sanskrit was reintroduced into the normal schools and the teaching of Sanskrit in the Assam Colleges was strengthened by the appointment of capable professors, and in the case of the Gauhati College by the advance of the affiliation to the Honours standard. The scheme which was sanctioned for the improvement of the pay and prospects of Sanskrit pandits in high schools came into operation, and three pandits passed the examination (Sanskrit and English) for admission into the graded service.

Other matters of interest.

Persian and Arabic.

70. Two thousand six hundred and fifty-nine Muhammadan pupils read in 34 public Madrasas against 2,751 in 35 in the previous year. In private institutions teaching Arabic and Persian there were 560 pupils in 15 institutions, as against the same number in 11 institutions last year. Koran schools rose from 82 to 111, and pupils from 2,548 to 4,148. It may be hoped that, as the result of deliberations which have taken place since the close of the year, the enterprise and piety which are represented by these statistics may be enlisted more usefully than they are at present in the service of the community. The standard of general and Islamic education in private institutions remained very low.

Statistics.

71. The Government Madrasa at Sylhet, which started as a Junior Madrasa on the opening date of the year, had 106 pupils on its rolls on 31st March. Arrangements were sanctioned for the gradual development of the institution to the Senior Madrasa standard. The question of enlarging the scope of the Madrasa by adding a modern or non-Islamic side, so that it might develop into a central Muhammadan school for the Surma Valley and possibly for the province was mooted during the year. Pending the settlement of this question no action was taken to provide the Madrasa with permanent buildings. But an excellent site was acquired which should suffice for buildings and playground for the central institution if and when it comes to be established.

Government Madrasa.

72. As in the case of Sanskrit Pandits, High School Maulvis were encouraged to improve their qualifications. Four, having done so, were admitted to the graded service.

High School Maulvis.

CHAPTER VIII.

FEMALE EDUCATION.

73. The returns for the year support the conclusion previously come to that with a sufficiency of teachers and of funds substantial improvement could be rapidly effected, in the first place by expansion of the lower classes, and, thereafter, more slowly, by raising the standard of instruction. But neither teachers nor money are in large measure forthcoming. Of the two the lack of teachers is the more radical difficulty. While we may, as in the present year make a considerable advance upon previous records, no general change can be looked for until the supply of teachers is largely increased. In this view, the handful of girls who are reading in the secondary stages of instruction is of more immediate importance than the multitude who are admitted to the infant classes and withdrawn before they have mastered the alphabet. From the point of view of an annual report it is encouraging to note that there has been a large increase in the school enrolment. But, more broadly, it is not easy to see anything other than a task almost untouched, in a female population of between three and four million—over

General.

500,000 of school-going age—of whom only 228 are studying beyond the the primary stage. One Deputy Inspector has mentioned the belief that an educated woman makes an unquiet home. There can be but few homes in Assam so controlled as either to support or controvert the proposition.

74. The following are the the main objects on which the grants received from the Government of India were spent during the year :—

Expenditure of Government of India grants.

	Rs.	as.
Head teacher ...	20	0
Second „ ...	15	0
Third „ (if required)	10	0
Contingencies ...	0	8
Total ...	42	8

1. Establishment of 45 new primary schools of an improved type in selected centres on the marginally-noted scale of pay.

2. Improvement of 50 existing primary schools to conformity with the new type.

3. Application of Rs. 8 minimum to scale of pay in girls schools.

A scheme for the revisal of the scholarship rules was framed and held in abeyance on account of want of funds.

75. At the close of the year 4·6 per cent. of the girls of Assam were attending school, a very considerable advance on last year's percentage of 3·79. The figures of attendance in ordinary schools were 22,687 and 19,054, an actual increase of 3,433 girls or over 19 per cent. It remains to be seen if this is a flash in the pan. Meantime it is satisfactory to note that the general rate of advance has been more than equalled by the rate of advance in the classes beyond the lower primary, the numbers in which have risen from 382 to 463 or by somewhat more than 22 per cent. Advance was at a lower rate in the middle stage in which the numbers increased from 156 to 182, and still lower in the high school stage in which there was an increase only from 40 to 46.

Statistics.

The undernoted table shows the advance district by district :—

Year.	Percentage of girls at school in											
	Khasi and Jaintia Hills.	Garo Hills.	Cachar.	Kamrup.	Nowgong.	Goalpara.	Sylhet.	Sibsagar.	Darrang.	Lakhimpur.	Lushai Hills.	Naga Hills.
1	2	3	4	5	6	7	8	9	10	11	12	13
1913-14	22·3	7·03	5·7	5·55	5·54	4·6	3·8	3	2·78	2·2	1·1	·8
1912-13	21·5	6·2	4	3·9	3·9	4·25	3·2	2·2	2·3	1·8	·8	·4
Increase or decrease	·8	·83	1·7	1·65	1·64	— ·35	·6	·8	·48	·4	·3	·4

It will be seen that Cachar, Kamrup and Nowgong have shewn themselves the most progressive, and that all districts have contributed to the general increase save Goalpara in which the numbers have sensibly declined. I trust that the Deputy Inspector of Dhubri, in whose subdivision it was that the relapse took place, will be able to give better news hereafter. He must indeed make it his business to do so. The only other subdivision which went back was Mangaldai, from which a report was received that "female education had made but little perceptible advance." In fact there had been a decline in its small numbers from 194 to 142. Here also special effort is called for on the part of the Deputy Inspector.

76. The following table shows the enrolment in each class of the girls schools in the province, exclusive of European schools :—

Wastage.

Year.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII. A and B.	Class VIII.	Class IX.	Class X.	Total.
1	2	3	4	5		7	8	9	10	11	12
1913-14	8,972	1,111	615	388	134	57	46	14	7	6	11,350
1912-13	6,668	1,047	570	311	115	43	46	7	4	4	8,815
Increase or decrease ...	+2,304	+64	+45	+77	+19	+14	...	+7	+3	+2	+2,535

The only points to which I shall draw attention are these, that five girls out of every six in the previous year's class I got no further in the year of report, that over 300 schools shewed a total enrolment in class IV of only 388 pupils, and that only 40 to 50 girls continued their studies into the high school classes proper. All other considerations are unimportant beside this, of children who come to learn and are withdrawn untaught, of wastage at every stage so that not one girl in a hundred stays out the middle course, of numbers pretentious in their thousands but in the main a sham. To the improvement of conditions in this respect school committees and the inspecting staff should devote their time and labour.

77. As will be seen from the table below the rate of attendance fell below even last year's bad record :—

Attendance.

Year.	High.	Middle English.	Middle Vernacular.	Primary.	Remarks.
1	2	3	4	5	6
1913-14	63·3	73·3	65·7	64·8	
1912-13	67·8	67·1	71·8	67	
Increase or decrease ...	—4·5	+6·2	—6·1	—2·2	

Explanation is probably to be found in the large number of children who joined class I, the class in which attendance is naturally most irregular. The figures are none the less depressing.

78. Again I note for consideration comparative statistics of girls reading in girls and in boys schools :—

Co-education.

Year.	Number of girls reading in								Total.	
	High schools.		Middle English schools.		Middle Vernacular schools.		Primary schools.			
	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.
1	2	3	4	5	6	7	8	9	10	11
1913-14 ...	1	410	181	489	25	649	11,422	9,510	11,629	11,058
1912-13 ...	1	351	184	249	6	418	10,549	7,296	10,740	8,314
Increase or decrease ...	...	+ 59	—3	+240	+ 19	+231	+873	+ 2,214	+889	+2,744

It is useful to bear in mind that the majority of the girls at school are reading in schools for boys and that their needs should not escape attention when programmes of advance are being considered.

CHAPTER IX.

EDUCATION OF SPECIAL CLASSES.

EUROPEAN AND ANGLO-INDIAN.

79. Action proceeded during the year for the development of the two existing European schools in the Province and for the opening of two more.

General.

The recurring and capital grants of Rs. 14,000 and Rs. 1,50,000, respectively, received from the Government of India for European education were devoted to, or set aside for, the following purposes :—

Recurring.

1. Re-organization of the establishment of the Pine Mount School.
2. Maintenance grant for St. Edmund's College—the secondary school for Indian boys which is to be established in Shillong.

Capital.

1. Building grant for St. Edmund's College.

2. Building grant for the new Convent School at Haflong.

These objects require between them funds somewhat in excess of the grants communicated.

The Administration has provided from provincial revenues for other objects of importance, *e.g.*, bringing the Loreto and the Haflong Convent schools on to the list of schools aided with regular maintenance grants from Government and improving the buildings of the Pine Mount and the Loreto Convent Schools.

Pine Mount School.

80. The little Government School at Pine Mount, Shillong, is steadily progressing and seems now to have left its bad days behind. Accommodation was fully taken up, the numbers having risen from 28 to 44. The standard of instruction is advancing and it should shortly be possible to send up pupils for the Cambridge Junior Local Examination. The buildings have undergone alteration and improvement. A scheme for extension was in preparation. As soon as the accommodation is increased, the staff will require to be further strengthened.

The present condition of the school reflects great credit on Miss Miles, the Headmistress, who devotes herself to its welfare. Her efforts are loyally seconded by a small, but competent, staff.

Loreto Convent School.

81. In the Loreto Convent School which is also pressing happily forward and has outpaced the Government School, the enrolment increased from 31 to 60. Work was started during the year on the construction of new dormitories which will when they are completed allow of a much larger enrolment. There can be little doubt that the accommodation will be taken advantage of. The school is well managed, well staffed, well accommodated and well equipped. It has now passed its period of probation and can look to the future with confidence.

Examinations.

82. The rapid advance of the Convent School rendered it advisable that Shillong should be made a centre for the Cambridge Local Examinations. The necessary sanction was obtained during the year from the Cambridge Syndicate, and at the December examinations four candidates were presented, all of whom were successful, one in the junior and three in the preliminary examination.

Both schools did well in music.

St. Edmund's College.

83. The preparation and consideration of plans and estimates for the new boys secondary school proceeded and the scheme was almost ready for presentation by the close of the year.

Muhammadan education.

84. Full comparative statistics in regard to Muhammadan education will be found in Appendix N. The figures shew a considerable advance—a total increase of 4,934 pupils in all classes of institutions. It is not possible, however, to derive much satisfaction from this as the progress was less rapid than that of the general community, and a third of the total increase was in the enrolment of Koran schools and similar institutions which are of no more force in educational returns than are Sunday schools at home.

85. The following table compares the Muhammadan passes in the different examinations during the last two years :—

Examinations.

	1912-13.	1913-14
B. A. or B. Sc.	2	2
Intermediate Arts	3	9
Ditto Science	1	1
Matriculation	38	39
Middle School	202	244
Upper Primary	442	337
Lower Primary	1,249	1,154

The decline in the number of primary school certificate holders is disappointing.

Employment.

86. As in the past, Muhammadans continued to call out for the appointment of Muhammadan teachers and Muhammadan inspecting officers. What the department can do in this it does; but if the men are not there they cannot be appointed. When the community fills the schools

and colleges, the Department will have no difficulty in giving them their proportionate share of appointments. Figures in regard to the employment of Muhammadans will be found in Appendix O.

EDUCATION OF HILL TRIBES.

87. The following table summarizes the statistics of enrolment in the primary and secondary schools of the various hill districts in so far as they are before me :—

Statistics.

District.	Secondary.		Primary.		Total.	
	1912-13.	1913-14.	1912-13.	1913-14.	1912-13.	1913-14.
1	2	3	4	5	6	7
Khasi and Jaintia Hills ...	1,385	1,559	9,912	9,989	11,297	11,548
Garo Hills	561	374	4,013	4,873	4,574	4,947
Naga „	...	...	385	458	...	...
Lushai „	...	...	...	...	1,098	1,074

The Khasi and Jaintia Hills is the furthest forward, the Naga Hills the furthest behind.

88. The whole question of education in the hill districts requires further consideration. The present policy of insisting upon the use of the hill languages has been carried to excess. Education can make but little appeal to a Naga if it confines him to one of his tribal dialects, which has neither literature at present nor any prospect of literature hereafter. Education on these lines is reaction in the name of advance. Progress wants time and money: and the general policy in regard to education in the hills may await reconsideration until leisure affords itself and funds are free.

General policy.

89. Meantime of course, action may proceed on lines of detail; and measures of some importance were taken during the year. In the Khasi and in the Garo Hills the inspecting staff was strengthened and grants for education were considerably increased. For the Lushai Hills a scheme was sanctioned which put funds in the hands of the Superintendent to enable him to arrange for the training of a number of Lushais in trades which may usefully be practised in the hills.

Action during year.

90. Correspondence has had outcome in securing the following concessions in favour of children of the hill tribes and aboriginal races of the province presenting themselves for the Matriculation examination :—

Matriculation.

(1) Khasi has been recognized for the examination in vernacular composition for the purposes of clause IV of section 9 of Chapter XXX of the Regulations.

It will not be necessary therefore in the future for Khasi pupils to take the alternative paper in English composition.

(2) Garo and Lushai have been recognized for the examination in translation in the English paper for the purposes of paragraph 4 of section 10 of Chapter XXX of the Regulations.

This will have the effect of removing the compulsion imposed upon Garo and Lushai pupils to study a foreign vernacular for translation purposes.

(3) Pupils belonging to the hill tribes or other aboriginal races will no longer be required to study a classical language, the following special course being open to them :—

1. English, including paper in translation from their own vernacular in the case of Khasis, Garos and Lushais, in another recognized vernacular in the case of all other races.
2. Mathematics.
3. Composition in a vernacular language (their own language in the case of the Khasis, another recognized vernacular in the case of all other races),

or

Alternative paper in English.

4. History.
5. Geography.
6. Mechanics or additional mathematics.

Education of Children of Tea garden coolies.

91. There were 118 schools for tea garden children at the close of the year, distributed thus between the two divisions and amongst the various classes :— Statistics.

	A.	B.	C.	Total.
Assam Valley	6	9	73	88
Surma Valley and Hills Districts	5	12	13	30
Total	11	21	86	118

92. Opposition to the establishment of schools appears to be weakening as managers are being brought to understand that there is no more intention of making education compulsory in the coolie lines than in the villages, and that all that is asked of them is that they shall allow of the establishment of a school in their gardens so that the *opportunity* of education will be present. If the school does not at once draw a large enrolment, they will not be asked to herd the children in. What is wanted is only that the door should be open and should be kept open. Arrangements as to hours of study and periods of vacation may be under the control of the Manager. The scheme at present in operation is as little intrusive as an official scheme could possibly be. Comment.

CHAPTER X.

DISCIPLINE, PHYSICAL AND MORAL TRAINING.

93. In last year's report the question of school and college discipline was dealt with at some length. There is little to add. Discipline in the colleges was satisfactory throughout the year. In schools there were a few cases of gross misconduct. General.

94. Action was taken as indicated in last year's report to extend and popularize the hostel system. While this will always be necessary the thought begins to suggest itself that the hostel system alone cannot meet the case. Hostels are unpopular on account of the expense to which inmates are put by reason of the messing system which prevails. The poorer pupils in many of the centres of population are unable to afford the mess contributions in money, and contributions in kind are not acceptable. Caste conservatism also plays a part in making pupils shy of entrance to a hostel. And over all is the consideration that supposing no such obstacles existed, and pupils of middle English and high schools who had no home in or near the station in which the school was situated were willing or could be forced to come into hostel, there is no prospect of the administration finding funds in measure sufficient to provide the necessary accommodation and no significant contribution towards the cost can be looked for from the people. Action.

The question will be further considered.

95. An Athletic Association for the Government High Schools of the Surma Valley, on the analogy of the Upper and Lower Assam Valley organizations, made a successful start. Football continues to grow in popularity with school boys. Money for games is contributed in increasing measure by Government and from private sources. It might be made to go further if headmasters and games masters insisted on better care being taken of what are universally known as "sporting gears"—Footballs, Cricket bats, etc. There is a criticism made that boys are too apt to appeal, unwilling to accept defeat even when it has been earned. This is a tendency which I hope will die down under discouragement. Athletic.

96. The subject of moral and religious education continued to engage attention with a view to the submission of a general report to Government. Moral and religious instruction.

CHAPTER XI.

TEXT-BOOK COMMITTEES AND LIBRARIES.

97. The constitution of the following Text-Book Committees was settled during the year :— Text-Book Committees.

1. Provincial Text-Book Committee.
2. Assam Valley Committee.
3. Surma Valley Committee.

Text-Books.

98. Action taken on general lines in course of the year should result presently or in prospect in an improvement in the supply of text-books, particularly in the Assam Valley. The encouragement given to middle vernacular education should in time—if it is persisted in—provide a numerous reading public and make the publication of books in the vernacular, as it is in Bengal, a source of profit. The annual conference of educational officers, considering the question of text-books and manuals referred to in last year's report, recommended that action should proceed for the completion of the series of teachers' manuals projected by Eastern Bengal and Assam, but that the embargo against text-books being prescribed for pupils in such subjects as history and geography should be lifted.

Murarichand College library.

99. As reported last year the library of the Murarichand College was equipped at an expenditure of about Rs. 7,000. During the year under report a sum of Rs. 600 was spent in replenishing it. The library now contains nearly 2,800 volumes. The Principal reports that it is taken due advantage of by the students as well as by the staff.

Cotton College library.

100. The Principal of the Cotton College reports that during the year under report 1,449 volumes were purchased at an expenditure of Rs. 7,097. The library now contains 5,109 volumes in all.

The charge of the library was made over to a committee selected from the staff. This has resulted in the institution of several reforms, has kept the professors in close contact with the library, has enabled expenditure to be more wisely controlled and has created a feeling of responsibility on the part of the staff for the proper utilisation of the library on the part of themselves as well as of the students.

High School libraries.

101. Little or nothing was done during the year for the improvement of school libraries. It is useless to spend largely upon them until headmasters and teachers have learnt to realize their value as instruments of education.

J. R. CUNNINGHAM,
Director of Public Instruction, Assam.

A. S. P. O. (Edn.) No. 53—579—9-12-1914.

APPENDIX.

ABSTRACT OF THE REPORT OF THE BERRY-WHITE MEDICAL SCHOOL FOR THE YEAR 1913-14 BY THE HON'BLE COLONEL H. E. BANATVALA I.M.S., INSPECTOR GENERAL OF CIVIL HOSPITALS, ASSAM.

1. The total number of students on the roll of the school on the 31st March 1914 was 112 against 113 in the previous year.

2. Out of the 28 students of the 4th year class, 24 or 86 per cent. passed the final examination and received their diplomas.

The percentage of successful students in the first License Examination was 73 against 74 in the year 1912-13.

3. Amongst the 112 students borne on the roll on the 31st March last, 58 were residents of the Brahmaputra Valley, 7 Khasis, 2 Nagas, 4 Lushais, 2 Garos, 2 Manipuris, 17 Bengalis and 20 residents of the Surma Valley.

4 There were altogether 37 scholarships including 11 special ones of Rs. 15 each per month. Forty free studentships were granted to deserving students in accordance with the rules.

5. One Sub-Assistant Surgeon was exclusively put in charge of the compounder class attached to the school There were 18 students in the class on the 31st March 1914. Eighteen or 86 per cent. passed out during the year under report.

6 The total expenditure of the school during the year was Rs. 44,231 against Rs. 49,353 in the preceding year. The sum of Rs. 1,970 received on account of fees, fines, etc., was credited into the treasury. The decrease was due to less expenditure on the construction of buildings.

7. The total expenditure on recurring charges amounted to Rs. 32,732 against Rs. 29,214 in the previous year. This was owing to the increase of allowance of the Superintendent and pay of the Assistant Surgeons and to the general revision of the scale of pay of Sub-Assistant Surgeons.

8. The average annual cost, to the public fund, of educating each pupil was Rs. 269 against Rs. 226 in the previous year.

9. There were no new admissions into the Indian Military Pupils' class during the year under report.

STATEMENTS.

Abstract Return of Colleges, Schools and Scholars in Assam

[For details, *see*

Area and population.			
Total area in square miles.	Number of towns and villages.	Population.	—
1	2	3	4
61,471	Towns ... 21	Males ... 3,638,287	Institutions: For males; „ females
	Villages ... 29,352	Females... 3,421,570	Total ... ...
	Total ... 29,373	Total ... 7,059,857	Scholars ... Males...
			Females
			Total ...

NOTE.—For purposes of columns 1, 2 and 3 the statistics of the last

RAL TABLE I.

at the end of the year 1913-1914.

General Table III.]

Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary and others.			
5	6	7	8	9	10	11	12	13	14	15	16
2	...	189	3,760	9	104	4,064	33	157	4,254	Institutions to number of towns and villages. 14·48	
...	...	16	300	2	...	318	...	6	324	1·1	
2	...	205	4,060	11	104	4,382	33	163	4,578	15·59	
441	...	29,970	150,584	408	3,983	185,386	831	5,239	191,456	Male scholars to male population of school-going age. 35·08	
1	...	1,755	20,932	24	35	22,747	...	938	23,685	Female scholars to female population of school-going age. 4·61	
412	...	31,725	171,516	432	4,018	208,133	831	6,177	215,141	20·32	

Census should be utilised.

Abstract Return of Expenditure on Public Instruction

	Total Direct Expenditure on Public Instruction.§					
	Collegiate Education.		School Education, General.		School Education, Special.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	92,122	...	4,59,989	5,51,726	37,176	67,560
1. Institutions ... „ females	...	...	46,773	41,334	225	.....
Total ...	92,122	...	5,06,762	5,93,060	37,401	67,560
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·21	...	11·09	3·7	3·09	4·33
(*b*) Percentages* of District or Local Fund Expenditure included in columns 2—17 to Total District or Local Fund Expenditure on Public Instruction.	...	...	8·22	69·11	·38	...
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	...	...	10·68	53·05	·03	1·28
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	3·96	...	21·77	25·47	1·18	2·9
3. Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	159 6 8	...	11 2 0	4 3 3	121 7 3	137 13 5
Government institutions. Cost to District or Local and Municipal Funds.	...	...	0 1 3	...	9 5 10	...
Government institutions. Total cost ...	219 13 9	...	25 0 6	4 3 3	130 12 8	156 9 10
District or Local Fund schools.‡ Cost to Provincial Revenues ...	...	...	...	0 0 4	...	...
District or Local Fund schools.‡ Cost to District or Local Funds	...	...	5 8 6	3 4 7	...	...
District or Local Fund schools.‡ Total cost ...	...	...	10 15 6	3 5 6	...	...
Municipal schools.‡ Cost to Provincial Revenues ...	...	...	...	...	...	...
Municipal schools.‡ Cost to Municipal Funds	...	...	3 11 0	6 15 2	...	...
Municipal schools.‡ Total cost ...	...	...	4 9 6	7 4 4	...	...
Aided institutions... Cost to Provincial Revenues ...	...	...	2 1 2	1 9 6	24 11 6	3 6 [illegible]
Aided institutions... Cost to District or Local and Municipal Funds.	...	...	3 0 6	0 9 6	...	0 2 6
Aided institutions... Total cost ...	...	...	15 9 4	6 14 5	41 7 2	10 3 10
Unaided institutions—Total cost	...	...	16 10 8	1 14 10	...	2 2 [illegible]
All institutions ... Cost to Provincial Revenues ...	159 6 8	...	4 3 11	0 4 1	92 9 11	12 1 [illegible]
All institutions ... Cost to District or Local and Municipal Funds.	...	...	1 15 3	2 13 11	6 9 2	0 1 [illegible]
All institutions ... Total cost ...	219 13 9	...	18 0 4	3 12 6	104 2 11	17 8 [illegible]

RAL TABLE II.

in Assam for the year 1913-1914.

Total.	Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,08,573 83,332	...	52,292	1,43,964	69,692	5,31,474	91,142	1,42,818	10,31,382	23,28,287
12,96,905	...	52,292	1,43,964	69,692	5,31,474	91,142	1,42,818	10,31,382	23,28,287
28·41	...	4·86	13·28	4·33	39·69	3·14	6·19	71·59	100%
77·7	...	...	...	2·39	9·73	7·64	2·52	22·3	100%
65·05	...	...	...	3·30	25·99	3·32	2·33	34·95	100%
55 7	...	2·25	6·18	2·99	22·83	3·91	6·13	44·3	100%

Rs. a. p.
20 15 11
0 4 3
34 5 6
0 0 4
3 5 6
3 8 5
...
6 11 5
7 10 7
1 15 9
1 7 0
10 4 5
7 10 1
1 9 10
2 10 10
6 12 11

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in District or Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate education — English	2	442	419	402	...	..	...	...	...	...	...	...	...	...	...	...
Colleges for professional training.	...	...	...	...	...	..	...	...	...	...	...	...	..	..	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	..
Total	2	442	419	402	...	...	..	...	...	...	...	...	...	...	...	...
Secondary Schools.																
For Boys—																
High Schools .. English ..	17	6,640	6,039	5,263	...	...	...	...	...	...	...	...	6	2,379	2,066	1,590
Middle Schools .. English ..	4	483	470	375	13	2,271	2,052	1,677	..	...	..	...	69	8,475	7,867	6,307
Middle Schools .. Vernacular .	16	2,076	1,551	1,238	16	1,650	1,280	982	..	...	..	..	13	1,350	937	733
Total for Boys' Schools ..	37	9,199	8,060	6,876	29	3,921	3,332	2,659	..	..	...	...	88	12,204	10,870	8,630
For Girls—																
High Schools ..English ..	...	...	...	...	...	..	..	...	...	..	..	...	2	477	423	302
Middle Schools .. English ..	5	389	376	289	...	..	..	...	...	..	..	...	2	135	120	100
Middle Schools .. Vernacular..	1	66	70	39	...	..	..	...	...	..	..	...	6	601	496	399
Total for Girls' Schools ..	6	455	446	328	..	..	..	..	...	..	..	..	10	1,213	1,039	801
Grand total Secondary Schools for Boys and Girls.	43	9,654	8,506	7,204	29	3,921	3,332	2,659	...	...	..	..	98	13,417	11,909	9,431
Primary Schools.																
For boys .. Upper Primary ..	...	...	...	...	18	1,501	1,282	960	..	..	..	..	42	2,860	2,436	1,899
For boys .. Lower „ ..	68	2,139	1,807	1,606	2,807	134,769	1,22,160	90,950	..	...	...	...	663	15,133	15,381	10,995
Total Primary Schools for Boys	68	2,139	1,807	1,606	2,825	136,270	1,23,442	91,910	..	...	...	...	705	17,993	17,817	12,894
For Girls .. Primary	1	62	62	47	247	7,798	7,087	5,026	..	..	..	..	16	687	573	399
Total Primary Schools for Girls	1	62	62	47	247	7,798	7,087	5,026	..	..	..	..	16	687	573	399
Grand total Primary Schools for Boys and Girls.	69	2,201	1,869	1,653	3,072	144,068	130,529	96,936	..	...	..	..	721	18,680	18,390	13,293
Schools for Special Instructions.																
Training Schools— (a) For Masters	7	267	252	235	...	...	...	...	...	...	...	...	2	154	96	86
(b) For Mistresses	...	...	...	...	...	...	...	...	..	...	...	...	2	11	11	9
Law Schools	..	..	..	..	...	...	...	...	...	...	...	...	...	...	...	..
Medical Schools	1	130	132	108	...	...	...	...	...	...	...	...	...	...	...	..
Engineering or Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Industrial Schools for Boys .	5	40	43	39	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools — Madrassas ..	1	106	99	74	..	...	...	...	...	...	...	..	28	2,205	2,124	1,549
Other Schools — Miscellaneous Schools (Tols.)	...	...	...	...	...	...	..	..	..	...	...	..	23	482	407	411
Total ..	14	543	526	456	...	...	...	...	..	..	...	..	55	2,852	2,728	2,055
Total of Colleges and Schools of Public Instruction.	128	12,840	11,320	9,715	3,101	147,989	133,861	99,595	..	...	...	..	874	34,949	33,027	24,779

School Education, General.

School Education, Special.

Private Institutions ..

1. Advanced, teaching—
   (a) Arabic or Persian .. ..
   (b) Sanskrit .. ..
2. Elementary, teaching a Vernacular only or mainly .. .. For boys ... ...
   „ girls ... ...
3. Elementary, teaching the Koran .. .. For boys ... ...
   „ girls .. ..
4. Other schools not conforming to Departmental standards .. For boys .. ...
   „ girls .. ..

Total ..

Grand Total for 1913-1914 ..

RAL TABLE III.

Assam for the official year 1913-1914.

management.																					
Unaided.				Grand total of Institutions.	Grand total of scholars on the 31st of March.	Number of Scholars on the 31st March learning—									Number of girls in boys' schools.	Number of boys in girls' schools.	Classification of scholars on 31st of March according to race or creed.					Remark
						English.			A classical language.			A vernacular language.										
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	
18	19	20	21	22	23	24(a)	24(b)	24	25(a)	25(b)	25	26(a)	26(b)	26	27	28	29	30	31	32	33	34
...	...	...	...	2	442	441	1	442	288	..	288	426	1	427	1	...	373	67	...	...	2	
..	..	..	..	...	...	...	..	...	...	..	...	..	...	...	...	...	...	...	...	...	...	
..	..	..	..	...	...	...	..	...	..	..	..	..	...	..	...	..	...	...	..	..	..	
...	...	...	...	2	442	441	1	442	288	..	288	426	1	427	1	...	373	67	..	..	2	
6	2,101	1,942	1,635	29	11,120	11,119	1	11,120	4,988	...	4,988	11,119	1	11 120	1	..	8,752	2,042	...	129	197	
27	2,464	2,296	1,779	113	13,693	11,110	73	11,183	247	....	247	13,512	181	13,693	181	..	8,929	2,842	2	900	1,020	
2	168	132	108	47	5,244	21	...	21	...	..	...	5,219	25	5,244	25	..	4,034	791	..	103	316	
35	4,733	4,370	3 522	189	30,057	22,250	7	22,324	5,235	....	5,235	29,850	207	30,057	207	..	21,715	5,675	2	1,132	1,533	
...	...	...	...	2	477	13	246	259	..	4	4	67	410	477	..	67	148	4	..	249	76	
...	...	...	...	7	524	35	225	260	8	38	46	...	420	420	..	35	363	55	104	2	...	
...	...	...	...	7	667	...	26	26	..	..	..	18	649	667	..	18	458	104	1	97	7	
...	...	...	...	16	1,668	48	497	545	8	42	50	85	1,479	1,564	..	120	969	163	105	348	83	
35	4,733	4,370	3,522	205	31,725	22,298	571	22,869	5,243	42	5,285	29,935	1,686	31,621	207	120	22,684	5,838	107	1,480	1,616	
3	126	121	109	63	4,487	415	117	532	32	...	32	4,219	268	4,487	268	..	2,320	685	...	1,003	479	
159	5,202	4,737	3,848	3,697	157,243	318	88	406	575	103	860	146,089	11,154	157,243	11,154	..	93,771	36,502	2	8,570	18,398	
162	5,328	4,858	3,957	3,760	161,730	733	205	938	789	103	892	150,308	11,422	161,730	11,422	..	96,091	37,187	2	9,573	18,877	
36	1,239	1,166	874	300	9,786	11	48	59	...	...	...	276	9,510	9,786	..	276	7,719	1,434	..	373	260	
36	1,239	1,166	874	300	9,786	11	48	59	...	...	...	276	9,510	9,786	...	276	7,719	1,434	...	373	260	
198	6,567	6,024	4,831	4,060	171,516	744	253	997	789	103	892	150,584	20,932	171,516	11,422	276	103,810	38,621	2	9,946	19 137	
...	...	...	...	9	421	78	2	80	22	...	22	381	11	392	13	...	189	21	...	158	53	
...	...	...	...	2	11	...	...	...	...	...	...	...	11	11	..	...	4	1	..	6	..	
1	14	14	8	1	14	14	...	14	..	...	...	...	..	..	..	...	13	1	..	..	..	
...	...	...	...	1	130	...	...	..	130	...	130	...	...	...	...	...	97	17	...	11	5	
..	...	...	..	...	...	...	...	...	..	...	...	...	..	...	..	..	...	...	..	..	...	
..	...	...	...	5	40	11	...	11	..	..	...	29	..	29	..	..	14	...	..	18	8	
5	348	295	239	34	2,659	62	...	62	2,474	35	2,509	2,397	35	2,432	35	..	..	2,659	..	..	...	
40	693	651	543	63	1,175	...	...	...	1,105	...	1,105	157	..	157	...	..	1,070	...	..	..	105	
46	1,055	1460	790	115	4,450	165	2	167	3,731	35	3,766	2,964	67	3,021	48	..	1,287	2,699	...	183	171	
279	12,355	11,354	9,143	4,382	208,133	23,648	627	24,475	10,051	180	10,231	183,969	22,676	206,585	11,677	396	1 28,254	47,225	109	11,619	20,926	
...	...	...	...	15	560	...	..	..	560	..	560	99	..	99	..	..	...	560	..	..	...	
...	...	...	...	18	271	..	..	..	271	..	271	59	..	50	..	..	223	..	..	..	48	
...	..	...	...	17	356	..	..	..	...	...	...	356	...	356	..	..	231	25	..	..	100	
...	...	...	...	...	...	..	..	..	...	...	...	...	...	...	...	...	...	...	..	..	..	
...	...	...	...	106	4,045	..	..	..	3,271	774	4,045	86	...	86	774	..	...	4,045	..	..	..	
...	...	...	...	5	103	..	..	..	...	103	103	...	...	...	..	...	..	103	..	..	...	
...	...	...	...	34	1,641	970	10	980	7	..	7	1,610	31	1,641	31	..	1,533	52	..	31	25	
...	...	...	...	1	32	..	...	...	...	...	...	2	30	32	..	2	22	3	...	7	..	
...	...	...	...	196	7,008	970	10	980	4,109	877	4,986	2,203	61	2,264	805	2	2,009	4,788	...	38	173	
...	...	..	...	4,578	215,141	24,618	837	25,455	14,160	1,057	15,217	186,112	22,737	208,849	12,482	398	130,263	52,013	109	11,657	21,099	

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1914, classified according to Sex, Race, or Creed.

—	Europeans and Eurasians.	Native Christians. *	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
Arts Colleges.									
English ... Male ...	...	...	113	259	67	...	...	2	441
English ... Female ...	...	...	...	1	...	...	...	...	1
Oriental ... Male ...	...	...	...	...	...	...	...	...	...
Oriental ... Female ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law ... Male ...	...	...	...	...	...	...	...	...	...
Law ... Female ...	...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...	...
Medicine ... Female ...	...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...	...
Engineering ... Female ...	...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	...	...	...	...	...	...	...
Teaching ... Female ...	...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...	...
Agriculture ... Female ...	...	...	...	...	...	...	...	...	...
Total	...	...	113	260	67	...	...	2	442
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High Schools Male ...	...	129	1,927	6,824	2,042	3	...	194	11,119
High Schools Female ...	...	...	...	1	...	...	...	...	1
Middle Schools—									
English ... Male ...	2	769	1,728	7,183	2,832	2	...	996	13,512
English ... Female ...	...	151	4	14	10	...	...	22	151
Vernacular Male ...	...	97	490	3,527	789	1	...	315	5,219
Vernacular Female ...	...	6	...	17	2	...	...	...	25
For Girls—									
High Schools Male ...	...	35	5	12	1	...	...	14	67
High Schools Female ...	...	214	16	115	3	...	...	62	410
Middle Schools—									
English ... Male ...	35	...	...	...	...	...	...	...	35
English ... Female ...	69	2	73	290	55	...	...	...	489

* Will include Aboriginal Christians.

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March 1914, *classified according to Sex, Race, or Creed*—continued.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL —*concluded.*									
Secondary Schools—concluded.									
For Girls—*concluded*—									
Middle Schools—*concluded.*									
Vernacular ... Male ...	...	10	...	4	4	...	...	...	18
Vernacular ... Female ...	1	87	98	356	100	...	...	7	649
Total	107	1,480	4,341	18,343	5,838	6	...	1,610	31,725
Primary Schools.									
For Boys ... Male ...	1	6,046	8,229	82,518	36,189	65	...	17,260	150,308
For Boys ... Female ...	1	3,527	530	4,814	998	2	...	1,550	11,423
„ Girls ... Male ...	...	69	12	135	59	...	...	1	276
„ Girls ... Female ...	...	304	1,084	6,488	1,375	...	...	259	9,510
Total	2	9,946	9,855	93,955	38,621	67	...	19,070	171,516
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools. Male ...	...	145	44	145	21	...	...	53	408
Training Schools. Female ...	...	19	...	4	1	...	...	...	24
Schools of Arts Male ...	...	...	...	...	...	...	...	...	...
Schools of Arts Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	4	9	1	...	...	...	14
Law Schools ... Female ...	...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	11	18	79	17	...	...	5	130
Medical Schools Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	18	1	13	...	...	...	8	40
Industrial Schools. Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools. Male ...	...	...	...	...	...	...	...	...	...
Commercial Schools. Female ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Male ...	...	...	...	...	2,624	...	...	...	2,624
Other Schools. Madrasahs Female ...	...	...	...	...	35	...	...	...	35
Other Schools. Miscellaneous (Tols). Male ...	...	...	909	161	...	...	...	105	1,175
Other Schools. Miscellaneous (Tols). Female ...	...	...	...	...	...	...	...	...	...
Total	...	193	976	411	2,699	...	...	171	4,450
Total of Colleges and Schools of Public Instruction ...	109	11,619	15,285	112,969	47,225	73	...	20,853	208,133

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31st March 1916, classified according to Sex, Race, or Creed—concluded.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced, teaching—									
(*a*) Arabic or Persian. Male	...	...	...	...	560	...	...	...	560
(*a*) Arabic or Persian. Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	223	...	...	...	...	48	271
(*b*) Sanskrit ... Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a Vernacular only or mainly—									
For boys ... Male	...	...	...	231	25	...	...	100	356
For boys ... Female	...	...	...	...	...	...	...	...	...
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	...	...	...	...	...	...	...
Elementary, teaching— The Koran only—									
For boys ... Male	...	...	...	...	3,271	...	...	...	3,271
For boys ... Female	...	...	...	...	774	...	...	...	774
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	...	...	103	...	...	...	103
4. Other schools not conforming to Departmental Standards—									
For boys ... Male	...	27	271	1,238	52	...	...	22	1,610
For boys ... Female	...	4	3	21	...	...	...	3	31
For girls ... Male	...	...	...	2	...	...	...	...	2
For girls ... Female	...	7	...	20	3	...	...	...	30
Total of Private Institutions ...	...	38	497	1,512	4,788	...	...	173	7,008
Grand Total	109	11,657	15,782	114,481	52,013	73	...	21,026	215,141

GENERAL TABLE No. IV.

Return of Expenditure on Public Instruction

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — Colleges: Arts Colleges	66,796	...	...	25,326	...	...	92,122
Colleges for Professional Training	...	...	...	...	...	...	...
Law College	...	...	...	...	...	...	...
Total	66,796	...	...	25,326	...	...	92,122
School Education, General. — Secondary Schools. For Boys— High Schools ... English	58,613	...	...	1,03,779	1,791	865	1,65,047
Middle Schools ... English	5,922	...	...	2,679	...	10	8,611
Middle Schools ... Vernacular	15,132	609	...	2,813	24	...	18,578
Total for Secondary Schools for boys	79,666	609	...	1,09,271	1,815	875	1,92,236
For Girls— High Schools ... English	...	...	...	...	...	...	...
Middle Schools ... English	13,356	...	...	5,434	...	...	18,790
Middle Schools ... Vernacular	1,608	...	60	...	222	...	18,90
Total for Secondary Schools for girls	14,964	...	60	5,434	222	...	20,630
Total for Secondary Schools both for boys and girls	94,630	609	60	1,14,705	2,037	875	2,12,916
Primary Schools. For Boys ... Upper Primary	...	...	...	...	...	...	...
For Boys ... Lower ,,	6,740	...	...	...	...	...	6,740
Total for Primary Schools for boys	6,740	...	...	...	...	...	6,740
Girls Primary Schools	1,120	...	...	...	...	...	1,120
Total for Primary Schools for girls	1,120	...	...	...	...	...	1,120
Total Primary Schools for boys and girls	7,860	...	...	...	...	...	7,860
Schools for Special Instructions. Training Schools for— (a) Masters	30,606	2,348	12	...	...	...	32,966
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	30,762	...	...	1,970	...	...	32,732
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	959	...	...	...	...	2,736	3,695
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrassas	6,047	...	...	439	...	...	6,486
Other Schools — Miscellaneous Schools (Tols)	...	...	...	...	...	...	...
Total	68,374	2,348	12	2,409	...	2,736	75,879
Total of Direct Expenditure	2,37,690	2,957	72	1,42,440	2,037	3,611	3,88,777
INDIRECT EXPENDITURE. Buildings	3,36,908	...	...	882	365	1,065	3,39,220
Furniture and apparatus (special grants only)	26,546	70	...	1,224	952	1,312	30,104
Total	3,63,454	70	...	2,106	1,317	2,377	3,69,324
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	3,63,454	70	...	2,106	1,317	2,377	3,69,324
Total Expenditure on Public Instruction in 1913-1914	6,01,144	3,027	72	1,44,546	3,354	5,988	7,58,101

TABLE IV.

in Assam for the official year 1913-1914.

Public instructions.

Under public management.

Managed by District or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' Revenues.	District or Local Funds in Native States.	Municipal Funds in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	11,693	...	15,212	50	...	26,955	...	...	...	...	...	...	...
...	5,760	656	1,435	23	577	8,451	...	...	...	...	...	...	...
...	17,453	656	16,647	73	577	35,406	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	17,453	656	16,647	73	577	35,406	...	...	...	...	...	...	...
...	5,249	1,870	924	125	4	8,172	...	...	...	...	...	...	...
2,599	3,93,324	7,828	1,902	1,853	36	4,07,452	...	...	...	...	...	...	...
2,599	3,98,573	9,698	2,826	1,978	40	4,15,624	...	...	...	...	...	...	...
90	23,566	6,863	...	541	...	31,060	...	...	...	...	...	...	...
90	23,566	6,863	...	541	...	31,060	...	...	...	...	...	...	...
2,599	4,22,139	16,561	2,826	2,519	40	4,46,684	...	...	...	...	...	...	...
...	...	...	...	...	...	...

Return of Expenditure on Public Instruction

Objects of expenditure.	Public instructions—*concld.*						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — Colleges: Arts Colleges; Colleges for Professional Training; Law College	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
School Education, General. — Secondary Schools. For Boys—High Schools: English	9,274	...	...	35,564	42	707	45,607
Middle Schools: English	5,875	26,650	1,080	52,561	12,570	7,655	1,06,391
Middle Schools: Vernacular	132	4,130	...	1,301	1,575	382	7,520
Total for Secondary Schools for boys	15,301	30,780	1,080	89,426	14,187	8,744	1,59,518
For Girls—High Schools: English	3,960	...	...	230	120	3,699	8,009
Middle Schools: English	3,599	360	360	5,042	124	5	10,081
Middle Schools: Vernacular	1,858	2,155	1,354	320	2,299	17	8,003
Total for Secondary Schools for girls	9,498	2,515	1,714	6,192	2,543	3,721	26,093
Total Secondary Schools both for boys and girls	24,709	33,295	2,794	95,618	16,730	12,465	1,85,611
Primary Schools. For Boys: Upper Primary	2,907	8,614	...	1,820	1,691	2,172	17,204
For Boys: Lower	25,019	770	523	...	6,418	71,147	1,03,877
Total for Primary Schools for boys	27,926	9,384	523	1,820	8,109	73,319	1,21,081
Girls Primary Schools	1,424	676	360	255	1,020	2,103	5,838
Total for Primary Schools for girls	1,424	676	360	255	1,020	2 103	5,838
Total for Primary Schools for boys and girls	29,350	10,060	883	2,075	9,129	75,422	1,26,919
Schools for Special Instructions.							
Training Schools for—(a) Masters	2,420	...	...	...	...	1,790	4,210
(b) Mistresses	225	...	...	...	...	...	225
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools: Madrassas	5,928	...	180	1,019	5,624	2,877	15,628
Other Schools: Miscellaneous Schools (Tols)	2,934	...	230	...	3,621	...	6,785
Total	11,507	...	410	1,019	9,245	4,667	26,848
Total of Direct Expenditure	65,566	43,355	4,087	98,712	35,104	92,554	3,39,378
INDIRECT EXPENDITURE.							
Buildings	77,136	1,804	47	807	3,439	2,399	85,632
Furniture and apparatus (special grants only)	7,128	1,376	...	1,169	922	515	11,110
Total	84,264	3,180	47	1,976	4,361	2 914	96,742
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total Charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	84,264	3,180	47	1,976	4,361	2,914	96,742
Total Expenditure on Public Instruction in 1913-1914	1,49,830	46,535	4,134	1,00,688	39,465	95,468	4,36,120

TABLE IV—*concld.*

in Assam for the official year 1913-1914—concld.

management.				Total expenditure from								
Unaided.												
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			Grand total.	Remarks.
								Private.	Public.			
									Native States Revenues.	Imperial contributions.		
30	31	32	33	34	35	36	37	38	39	39a	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	66,796	...	...	25,326	...	...	...	92,122	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	66,796	...	...	25,326	...	...	...	92,122	
27,072	7,312	1,554	35,938	67,906	...	...	1,66,415	12,271	...	...	2,46,592	
11,628	15,714	8,736	36,078	11,797	38,343	1,080	82,080	44,735	...	...	1,78,035	
102	666	45	813	15,264	10,544	656	5,651	3,247	...	...	35,362	
38,802	23,692	10,335	72,829	94,967	48,887	1,736	2,54,146	60,253	...	...	4,59,989	
...	...	...	...	3,960	...	...	230	3,819	...	...	8,009	
...	...	...	...	16,946	360	360	11,076	120	...	...	28,871	
...	...	...	...	3,466	2,155	1,414	320	2,538	...	...	9,893	
...	...	...	...	24,372	2,515	1,774	11,626	6,486	...	...	46,773	
38,802	23,692	10,335	72,829	1,19,339	51,402	3,510	2,65,772	66,739	...	...	5,06,762	
...	444	...	444	2,907	13,863	1,870	2,744	4,436	...	...	25,820	
424	2,450	4,963	7,837	34,268	3,94,094	8,351	2,326	86,867	...	...	5,25,906	
424	2,894	4,963	8,281	37,175	4,07,957	10,221	5,070	91,303	...	...	5,51,726	
...	600	2,716	3,316	2,634	24,242	7,223	255	6,980	...	...	41,334	
...	600	2,716	3,316	2,634	24,242	7,223	255	6,980	...	...	41,334	
424	3,494	7,679	11,597	39,809	4,32,199	17,444	5,325	98,283	...	...	5,93,060	
...	...	...	...	33,096	2,348	12	...	1,790	...	...	37,176	
...	...	...	...	225	...	...	...	...	...	...	225	
...	...	...	...	...	...	...	...	...	...	...	...	
478	...	...	478	...	...	...	478	...	...	...	478	
...	...	...	...	30,762	...	...	1,970	...	...	...	32,732	
...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	959	...	...	...	2,736	...	...	3,695	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	376	300	676	11,975	...	180	1,458	9,177	...	...	22,790	
...	1,080	...	1,080	2,934	...	230	...	4,701	...	...	7,865	
478	1,456	300	2,234	79,831	2,348	422	3,906	18,404	...	...	1,04,961	
39,704	28,642	18,314	86,660	3,05,825	4,85,949	21,376	3,00,329	1,83,426	...	...	12,96,905	
1,808	854	18,292*	21,054	4,27,176	60,877	8,541	3,624	31,256	...	...	5,31,474	
30	545	1,525	2,100	33,774	47,829	1,091	2,588	5,860	...	...	91,142	
1,838	1,399	19,917	23,154	4,60,950	1,08,706	9,632	6,212	37,116	...	...	6,22,616	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	52,292	...	...	...	...	...	...	52,292	
...	...	...	...	1,43,964	...	...	...	...	...	...	1,43,964	
...	...	...	...	19,038	...	...	...	200	...	...	19,238	
...	...	...	...	240	...	...	...	...	...	...	240	
...	...	...	...	14,920	14,445	1,087	770	4,797	...	...	36,029	
...	...	...	...	3,789	349	...	...	1,265	...	...	5,403	
...	...	...	...	6,995	...	...	...	...	...	...	6,995	
...	...	...	...	1,620	167	...	...	...	...	...	1,787	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	46,612	14,961	1,087	770	6,262	...	...	69,692	
...	...	...	...	36,773	159	...	40,233	14,520	...	...	85,385	
...	...	...	...	544	1,710	...	25	...	...	...	2,279	
...	...	...	...	3,430	1,874	...	83	...	...	...	5,387	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	....	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	193	102	...	...	295	
...	...	...	...	32,234	12,023	767	1,986	2,462	...	...	49,472	
...	...	...	...	66,681	15,766	767	42,520	17,084	...	...	1,42,818	
1,838	1,399	19,917	23,154	7,70,499	1,39,433	11,486	49,502	60,462	...	...	10,31,382	
41,542	30,041	38,231	1,09,814	10,76,324	6,25,382	32,862	3,49,831	2,43,888	...	...	23,28,287	

* (1) Includes Provincial contribution of Rs. 840 paid to Mission Girls' School, Karimganj.

(2) Includes provincial contribution of Rs. 1,672 towards building of the Chaukhuty Unaided Middle English School.

(3) Includes a contribution of Rs. 300 made by the Nowgong Local Board towards the Unaided Middle Vernacular School at Dimow.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.		
				1			2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS FOR BOYS.									
(English and Vernacular.)									
Government	English	21	7,123	3,064	...	3,064	1,914	1	1,915
	Vernacular	16	2,076	...	...	...	434	1	435
District or Local Fund	English	13	2,271	...	...	...	662	...	662
	Vernacular	15	1,446	...	...	...	226	...	226
Municipal	English	...	...	...	...	...	...	...	...
	Vernacular	1	204	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Aided	English	75	10,854	877	...	877	2,948	21	2,969
	Vernacular	13	1,350	...	...	...	180	1	181
Unaided	English	33	4,565	822	...	822	917	14	931
	Vernacular	2	168	...	...	...	22	...	22
Total ...		189	30,057	4,763	...	4,763	7,303	38	7,341
SECONDARY SCHOOLS FOR GIRLS.									
(English and Vernacular.)									
Government	English	5	389	...	...	...	...	27	27
	Vernacular	1	66	...	...	...	...	5	5
District or Local Fund	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Aided	English	4	612	...	46	46	...	75	75
	Vernacular	6	601	...	...	...	...	32	32
Unaided	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Total ...		16	1,668	...	46	46	...	139	139
Total Secondary Schools for boys and girls		205	31,725	4,763	46	4,809	7,303	177	7,480
Total Primary Schools from General Table V(B)		4,060	171,516	...	...	...	2	5	7
Grand total for 1913-1914		4,265	203,241	4,763	46	4,809	7,305	182	7,487

TABLE V(A).

Education in Assam at the end of the year 1913-1914.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,171	...	1,171	928	2	930	43	...	43	7,120	3	7,123
405	...	405	711	...	711	525	...	525	2,075	1	2,076
980	...	980	575	11	586	43	...	43	2,260	11	2,271
278	2	280	518	3	521	411	8	419	1,433	13	1,446
...	...	...	...	...	...	...	...	...	...	...	...
3	...	3	104	...	104	97	...	97	204	...	204
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,915	17	2,932	3,457	31	3,488	582	6	588	10,779	75	10,854
195	1	196	492	5	497	474	2	476	1,341	9	1,350
1,101	10	1,111	1,183	55	1,238	449	14	463	4,472	93	4,565
18	...	18	93	2	100	28	...	28	166	2	168
7,066	30	7,096	8,066	109	8,175	2,652	30	2,682	29,850	207	30,057
9	29	38	8	149	157	...	167	167	17	372	389
...	3	3	...	28	28	...	30	30	...	66	66
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
8	60	68	51	124	175	26	222	248	85	527	612
...	33	33	4	271	275	14	247	261	18	583	601
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
17	125	142	63	572	635	40	666	706	120	1,548	1,668
7,083	155	7,238	8,129	681	8,810	2,692	696	3,388	29,970	1,755	31,725
655	83	738	66,831	6,279	73,110	83,096	14,565	97,661	150,584	20,932	171,516
7,738	238	7,976	74,960	6,960	81,920	85,788	15,261	101,049	180,554	22,687	203,241

Return of the stages of Instruction of Pupils in Public Schools for Primary Educa

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.								
For Boys.								
Upper Primary. Government	...	...	...	...	...	...	...	...
Upper Primary. District or Local Fund	15	1,132	...	...	...	...	1	1
Upper Primary. Municipal	3	369	...	...	...	...	...	...
Upper Primary. Native States	...	...	...	...	...	...	...	...
Upper Primary. Aided	42	2,860	...	...	...	2	...	2
Upper Primary. Unaided	3	126	...	...	...	...	...	...
Lower Primary. Government	68	2,139	...	...	...	...	...	...
Lower Primary. District or Local Fund	2,789	132,767	...	...	...	...	1	1
Lower Primary. Municipal	18	2,002	...	...	...	...	...	...
Lower Primary. Native States	...	...	...	...	...	...	...	...
Lower Primary. Aided	663	15,133	...	...	...	...	...	...
Lower Primary. Unaided	159	5,202	...	...	...	...	...	...
Total	3,760	161,730	...	...	...	2	2	4
For Girls.								
Primary. Government	1	62	...	...	...	...	...	...
Primary. District or Local Fund	242	7,571	...	...	...	...	2	2
Primary. Municipal	5	227	...	...	...	...	...	...
Primary. Native States	...	...	...	...	...	...	...	...
Primary. Aided	16	687	...	...	...	...	1	1
Primary. Unaided	36	1,239	...	...	...	...	...	...
Total	300	9,786	...	...	...	...	3	3
Total Primary Schools	4,060	171,516	...	...	...	2	5	7
Grand total	4,265	203,241	4,763	46	4,809	7,305	182	7,487

TABLE V(B).

tion in Assam at the end of the year 1913-1914.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	...	...	...
96	1	97	471	3	474	550	10	560	1,117	15	1,132
16	...	16	177	...	177	176	...	176	369	...	369
...	...	...	...	...	...	...	...	...	...	...	...
515	23	538	1,295	143	1,438	814	68	882	2,626	234	2,860
20	5	25	72	11	83	15	3	18	107	19	126
...	...	...	1,052	202	1,254	737	148	885	1,789	350	2,139
...	2	2	57,862	1,817	59,679	68,700	4,385	73,085	126,562	6,205	132,767
...	...	...	1,026	5	1,031	960	11	971	1,986	16	2,002
...	...	...	...	...	...	...	...	...	...	...	...
8	...	8	3,612	2,078	5,690	7,371	2,064	9,435	10,991	4,142	15,133
...	...	...	1,210	89	1,299	3,551	352	3,903	4,761	441	5,202
655	31	686	66,777	4,348	71,125	82,874	7,041	89,915	150,308	11,422	161,730
...	...	...	...	32	32	...	30	30	...	62	62
...	27	27	19	1,529	1,548	119	5,875	5,994	138	7,433	7,571
...	...	...	...	11	11	...	216	216	...	227	227
...	...	...	...	...	...	...	...	...	...	...	...
...	20	20	26	206	232	49	385	434	75	612	687
...	5	5	9	153	162	54	1,018	1,072	63	1,176	1,239
...	52	52	54	1,931	1,985	222	7,524	7,746	276	9,510	9,786
655	83	738	66,831	6,279	73,110	83,096	14,565	97,661	150,584	20,932	171,516
7,738	238	7,976	74,960	6,960	81,920	85,788	15,261	101,049	180,554	22,687	203,241

Return showing the results of prescribed examination

Description of examinations and the class of schools competing for them.		Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6	7	8	9
RESULT AT THE—									
M. A. Examination	Government College	Nil	...	...	...	...	...	...	...
	Aided „								
	Other „								
	Total	...	...	...	...	...	...	...	...
M. Sc. Examination	Government College	Nil	...	...	...	..	...	...	...
	Aided „								
	Other „								
	Total	...	...	...	...	...	...	...	...
B. A. Examination	Government College	1	...	1	...	22	...	12	...
	Aided „	...	...	...	...	...	...	...	...
	Other „	...	...	...	...	...	...	...	...
	Total	1	...	1	...	22	...	12	...
B. Sc. Examination	Government College	1	...	1	...	7	...	5	...
	Aided „	...	...	...	...	...	...	...	...
	Other „	...	...	...	...	...	...	...	...
	Total	1	...	1	...	7	...	5	...
Intermediate Examination in Arts	Government College	2	...	2	...	138	...	92	...
	Aided „	...	...	...	...	...	...	...	...
	Other „	...	...	...	...	...	...	...	...
	Total	2	...	2	...	138	...	92	...
Intermediate Examination in Science.	Government College	2	...	2	...	20	...	18	...
	Aided „	...	...	...	...	...	...	...	...
	Other „	...	...	...	...	...	...	...	...
	Total	2	...	2	...	20	...	18	...
B. L. Examination	Government College	...	...	...	...	...	...	...	...
	Aided „	...	...	...	...	...	...	...	...
	Other „	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Bachelor of Teaching Examination...	Government College	...	...	...	...	...	...	...	...
Licentiate in Teaching Examination...	Ditto	...	...	...	...	...	...	...	...
Matriculation Examination. Of High Schools, Madrasahs and other special schools.	Government Schools	16	...	16	...	304	...	207	...
	Aided „	6	1	6	1	93	1	42	1
	Other „	6	...	6	...	86	...	50	...
	Total	28	1	28	1	483	1	299	1
High School Honour Examination. Of European schools	Government	...	...	...	...	...	...	...	...
	Aided	...	...	...	...	...	...	...	...
	Other	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...

TABLE VI.

in Assam during the year 1913-1914.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	...	8	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	...	8	...	...	...	...	...	...	...	...	...
...	...	...	...	2	...	1	...	2	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	...	1	...	2	...	...	...	...	...	...	...
...	...	...	...	31	...	52	...	9	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	31	...	52	...	9	...	...	...	...	...	...	...
...	...	...	...	6	...	11	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6	...	11	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2	...	50	...	126	...	26	...	...	...	...	...	3	...
...	...	...	1	6	...	28	...	7	...	...	...	...	...	1	...
...	...	...	...	15	...	33	...	2	...	...	...	...	...	...	...
...	...	2	1	71	...	187	...	35	...	...	...	...	...	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the results of prescribed examinations

Description of examinations and the class of schools competing for them.		Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1		2	3	4	5	6	7	8	9
High School examination — Of European schools	Government	...	...	...	...	...	...	...	...
	Aided	...	...	...	...	...	...	...	...
	Other	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Annual examination in standard VI or Middle School examination.	Government schools	44	5	43	5	807	13	564	12
	Aided „	80	6	76	6	857	19	538	26
	Other „	22	...	16	...	295	2	173	...
Annual examination in standard IV or Upper Primary examination of — Schools other than Upper Primary.	Government	15	4	15	4	461	12	384	11
	Aided	47	3	47	3	1,048	35	769	33
	Other	10	...	10	...	227	...	155	...
	Total	72	7	72	7	1,736	47	1,308	44
Upper Primary schools	Government	17	1	17	1	130	5	82	5
	Aided	42	1	40	1	386	31	275	18
	Other	1	1	1	...	2	...	1	...
	Total	60	3	58	2	518	36	358	23
Grand total for Upper Primary Examination of—	Government schools	32	5	32	5	591	17	466	16
	Aided „	89	4	87	4	1,434	66	1,044	51
	Other „	11	1	11	...	229	...	156	...
Annual examination in standard II or Lower Primary examination of — Schools other than Lower Primary.	Government	18	7	18	7	383	19	323	18
	Aided	60	4	60	4	887	80	693	66
	Other	9	1	9	1	269	7	182	...
	Total	87	12	87	12	1,539	106	1,198	84
Lower Primary schools	Government	2,024	56	1,707	48	7,179	139	4,269	128
	Aided	160	3	101	3	350	57	216	47
	Other	5	1	5	1	21	2	14	2
	Total	2,189	60	1,813	52	7,550	198	4,499	177
Grand total for Lower Primary examination of—	Government schools	2,042	63	1,725	55	7,562	158	4,592	146
	Aided „	220	7	161	7	1,237	137	909	113
	Other „	14	2	14	2	290	9	196	2
PRIVATE CANDIDATES AT THE— (1) Matriculation Examination		...	...	...	...	66	1	16	1
(2) High School Honour Examination for Europeans		...	...	...	...	...	...	...	...
(3) High School Examination ditto		...	...	...	...	...	...	...	...

Further details of the Matriculation of boys' schools for 1913-1914.

Description of schools for boys competing for the examination.	Number passed in				Remarks.
	1st Division.	2nd Division.	3rd Division.	Total.	
1	2	3	4	5	6
Government schools	110	86	11	207	
Aided „	19	22	2	43	
Unaided „	18	28	4	50	
Total	147	136	17	300	

TABLE VI—*concld.*

in Assam during the year 1913-1914—concld.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	102	1	339	11	109	...	...	...	...	...	14	...
...	...	28	11	79	3	303	9	107	...	...	...	...	...	21	3
...	...	14	...	46	...	82	...	28	...	...	...	...	...	3	...
...	...	...	...	35	1	214	8	117	2	...	...	...	...	18	...
...	...	...	15	125	1	439	12	189	...	...	...	...	...	16	5
...	...	1	...	43	...	79	...	32	...	...	...	...	...	...	...
...	...	1	15	203	2	732	20	338	2	...	...	...	...	34	5
...	...	...	...	12	...	45	1	17	...	...	...	...	...	8	4
...	...	110	15	17	1	102	2	30	...	...	...	...	...	16	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
...	...	110	15	30	1	147	3	47	...	...	...	...	...	24	4
...	...	...	...	47	1	259	9	134	2	...	...	...	...	26	4
...	...	110	30	142	2	541	14	219	...	...	...	...	...	32	5
...	...	1	...	44	...	79	...	32	...	...	...	...	...	...	...
...	...	...	...	19	1	174	17	104	...	...	...	...	...	26	...
...	...	...	28	105	7	402	23	170	...	...	...	...	...	16	8
...	...	1	...	48	...	99	...	34	...	...	...	...	...	...	...
...	...	1	28	172	8	675	40	308	...	...	...	...	...	42	8
...	...	23	2	426	11	2,768	97	812	15	...	...	2	...	238	3
...	...	176	41	...	...	...	4	10	...	...	...	...	...	30	2
...	...	...	...	4	...	1	2	9	...	...	...	...	...	...	...
...	...	199	43	430	11	2,769	103	831	15	...	...	2	...	268	5
...	...	23	2	445	12	2,942	114	916	15	...	...	2	...	264	3
...	...	176	69	105	7	402	27	180	...	...	...	...	...	46	10
...	...	1	...	52	...	100	2	43	...	...	...	...	...	...	...
...	...	...	1	1	...	11	...	4	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statement showing the award of scholarships in standards VI, IV and II for the year 1913-1914.

Names of scholarships.	Number of centres at which the final selection of scholars was made.	Number of candidates examined in those centres.	Total number of scholarships awarded.	Caste and creed of the pupils to whom scholarships were awarded.					Others.	Number of pupils of the poorer classes to whom scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in standard VI.	20	178	47	...	5	4	9	27	2	1	1	...	1
(2) Scholarships in standard IV.	19	98	46	...	5	7	4	26	4	1	1	...	...
(3) Scholarships in standard II.	36	876	267	...	13	41	34	165	14	3	2	...	4

Return showing the Distribution of District or Local Board and Municipal Expenditure

	Objects of Expenditure.	Expenditure by District or Local Boards on Public										
		In institutions managed by District or Local Boards.										
		Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District or Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure. — School Education, General.	SECONDARY SCHOOLS.											
	For boys—											
	High Schools English	...	...	...	...	...	...	...	...	...	...	...
	Middle Schools English	13	2,271	2,052	1,677	...	11,693	...	15,212	50	...	26,955
	Middle Schools Vernacular	15	1,446	1,102	834	...	5,760	...	1,273	23	577	7,633
	For girls—											
	High Schools English	...	...	...	...	...	...	...	...	...	...	...
	Middle Schools English	...	...	...	...	...	...	...	...	...	...	...
	Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...
	Total Secondary Schools	28	3,717	3,154	2,511	...	17,453	...	16,485	73	577	34,588
	PRIMARY SCHOOLS.											
	For boys ... Upper Primary	15	1,132	973	732	...	5,249	...	713	125	4	6,091
	For boys ... Lower ,,	2,789	132,767	120,371	89,582	2,509	3,93,130	140	131	1,853	36	3,97,799
	Total Primary Schools for boys	2,804	133,899	121,344	90,314	2,509	3,98,379	140	844	1,978	40	4,03,890
	For girls ... Primary	242	7,571	6,879	4,870	90	23,566	398	...	528	...	24,582
	Total Primary Schools for girls	242	7,571	6,879	4,870	90	23,566	398	...	528	...	24,582
	Grand Total Primary Schools for boys and girls	3,046	141,470	128,223	95,184	2,599	4,21,945	538	844	2,506	40	4,28,472
School education, special.	SCHOOLS FOR SPECIAL INSTRUCTIONS.											
	Training Schools—											
	(a) For Masters	...	...	...	...	...	...	...	...	...	...	...
	Other Schools ... Madrasahs	...	...	...	...	...	...	...	...	...	...	...
	Other Schools ... Miscellaneous Schools—Tols	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...
Indirect expenditure.	*Buildings*	...	...	...	...	10,620	58,773	...	127	7,554	...	77,074
	Furniture and apparatus (special grants only)	...	...	...	...	100	46,383	...	165	89	...	46,737
	Total	...	...	...	...	10,720	1,05,156	...	292	7,643	...	1,23,811
	Inspection	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in Primary ,,	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
	Total charges for scholarships	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
	Grand total for 1913-1914	3,074	145,187	131,377	97,695	13,319	5,44,554	538	17,621	10,222	617	5,86,871

RAL TABLE VII.

on Public Instruction in Assam for the year 1913-1914.

Instruction.				Expenditure by Municipal Boards on Public Instruction.															
In institutions managed by				In institutions managed by Municipal Boards.											In institutions managed by				
Government.	Municipal Boards.	Private persons or associations.	Total District or Local Fund expenditure on Public Instruction.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District or Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District or Local and Municipal Boards on Public Instruction.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	26,650	38,343	...	...	...	...	...	...	...	...	...	...	...	...	...	1,080	1,080	39,423
609	...	4,175*	10,544	1	204	178	148	...	656	...	162	...	...	818	...	...	...	656	11,200
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	360	360	...	...	...	...	...	...	...	...	...	...	...	...	...	360	360	720
...	...	2,155	2,155	...	...	...	...	...	...	...	...	...	...	...	60	...	1,354	1,414	3,569
609	...	33,340	51,402	1	204	178	148	...	656	...	162	...	...	818	60	...	2,794	3,510	54,912
...	...	8,618	13,863	3	305	309	228	...	1,870	...	211	...	...	2,081	...	...	...	1,870	15,733
...	194	770	3,94,094	18	2,002	1,789	1,368	...	7,688	194	1,771	...	...	9,653	...	140	523	8,351	4,02,445
..	194	9,384	4,07,957	21	2,371	2,098	1,596	...	9,558	194	1,982	...	...	11,734	...	140	523	10,221	4,18,178
...	...	676	24,242	5	227	208	156	...	6,465	...	...	13	...	6,478	...	398	360	7,223	31,465
...	...	676	24,242	5	227	208	156	...	6,465	...	...	13	...	6,478	...	398	360	7,223	31,465
...	194	10,060	4,32,199	26	2,598	2,306	1,752	...	16,023	194	1,982	13	...	18,212	...	538	883	17,441	4,49,643
2,348	...	...	2,348	...	...	...	...	...	...	...	...	...	...	...	12	...	...	12	2,360
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180	180	180
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	230	230	230
2,348	...	...	2,348	...	...	...	...	...	...	...	...	...	...	...	12	...	410	422	2,770
...	...	2,101	60,877	...	...	...	...	...	8,494	...	...	...	...	8,494	...	...	47	8,541	69,418
70	...	1,376	47,829	...	...	...	...	...	1,091	...	...	...	...	1,091	...	...	...	1,091	48,920
70	...	3,480	1,08,706	...	...	...	...	...	9,585	...	...	...	...	9,585	...	...	47	9,632	1,18,338
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14,445	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,087	15,532
...	...	...	349	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	349
...	...	...	167	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	167
...	...	...	14,961	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,087	16,048
...	...	...	15,766	...	...	...	...	...	...	...	...	...	...	...	...	...	...	767	16,533
3,027	194	46,580	6,25,382	27	2,802	2,484	1,900	...	26,264	194	2,144	13	...	28,615	72	538	4,134	32,862	6 58,244

* Includes Rs. 45 contributed by the Nowgong Local Board to the Dimow unaided Middle Vernacular School.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Assam for the year 1913-1914.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Local or Municipal funds.	Subscriptions and endowments.	Fees.	Native State's revenues.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Males—														
Managed by Government ...	43	1,233	192	...	731	...	310	20,361	...	214	18,432	...	39,007	
Ditto by District or Local or Municipal Boards ...	5	169	...	...	169	...	...	...	159	50	...	...	209	
Aided by Government or by District or Local or Municipal Boards	2	91	...	...	24	67	...	1,000	...	...	164	...	1,164	
Unaided	25	481	...	...	448	11	25	...	...	9,884	12,556	...	22,440	
Total	75	1,977	192	...	1,372	78	335	21,361	159	10,148	31,152	...	62,820	
For Females—														
Managed by Government ...	1	44	...	...	44	...	...	9,112	...	...	...	...	9,112	
Ditto by District or Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Local or Municipal Boards	1	60	...	...	60	...	...	...	...	...	8,680	...	8,680	
Unaided	5	106	...	...	97	3	6	...	...	4,372	401	...	4,773	
Total	7	210	...	...	201	3	6	9,112	...	4,372	9,081	...	22,565	
Grand total	82	2,187	192	...	1,573	81	341	30,473	159	14,520	40,233	...	85,385	

GENERAL TABLE IX.

Number and qualifications of teachers in Assam for the year 1913-1914.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Schools for Indians.	Teachers of Vernacular.	Trained	23	1,712	32	271	19	66	51	4	120	44	34	...	...	8	4	...	...	...	...	...	2,388
		Untrained ...	49	2,284	28	583	189	18	13	2	107	27	9	...	...	17	4	1	...	...	...	...	3,331
		Total ...	72	3,996	60	854	208	84	64	6	227	71	43	...	...	25	8	1	...	...	...	...	5,719
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	...	...	...	...	...	4	1	...	8	6	25	...	...	7	2	...	...	...	...	...	53
		Untrained ...	...	...	...	1	1	9	44	...	164	52	212	...	...	84	73	5	...	...	...	...	645
		Total ...	...	...	...	1	1	13	45	...	172	58	237	...	...	91	75	5	...	...	...	...	698
		Possessing a degree ...	...	...	...	...	...	1	1	...	3	2	61	...	...	24	12	5	...	...	...	...	109
		Possessing no degree ...	...	...	...	1	1	12	44	...	169	56	176	...	...	67	63	...	...	...	...	...	589
		Total ...	...	...	...	1	1	13	45	...	172	58	237	...	...	91	75	5	...	...	...	...	698
In Schools for Europeans	.....	Trained	...	...	...	...	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	6
		Untrained ...	...	...	...	...	...	1	...	...	2	...	...	...	...	...	...	...	...	...	...	...	3
		Total ...	...	...	...	...	...	4	...	...	5	...	...	...	...	...	...	...	...	...	...	...	9
		Possessing a degree ...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	2
		Possessing no degree...	...	...	...	...	...	3	...	...	4	...	...	...	...	...	...	...	...	...	...	...	7
		Total ...	...	...	...	...	...	4	...	...	5	...	...	...	...	...	...	...	...	...	...	...	9
		Grand total of all teachers.	72	3,996	60	855	209	101	109	6	404	129	280	...	...	116	83	6	...	...	...	...	6,426

EUROPEAN EDUCATION—GENERAL TABLE III FOR 1913-1914, ASSAM.

EUROPEAN EDUCATION—

Return of Schools and Scholars of European Schools in

Class of institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
School Education, General.																
SECONDARY SCHOOLS.																
For boys—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for boys' schools ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—																
High Schools ... English ...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	1	44	35	32	...	...	...	...	...	...	...	...	1	60	52	49
Middle Schools { Vernacular ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for girls' schools ...	1	44	35	32	...	...	...	...	...	...	...	...	1	60	52	49
Grand total Secondary schools for boys and girls.	1	44	35	32	...	...	...	...	...	...	...	...	1	60	52	49
PRIMARY SCHOOLS.																
For boys ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... { Lower ,, ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of Primary schools for boys and girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
School Education, Special.																
SCHOOLS FOR SPECIAL INSTRUCTIONS.																
Training Schools—																
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	1	44	35	32	...	...	...	...	...	...	...	...	1	60	52	49
Private Institution																
1. Advanced, teaching—																
(*a*) Arabic or Persian																
(*b*) Sanskrit																
(*c*) Any other Oriental Classic																
2. Elementary, teaching a vernacular only or mainly ... { For boys ...																
2. Elementary, teaching a vernacular only or mainly ... { ,, girls ...																
3. ,, teaching the Quran ... ... { ,, boys ...																
3. ,, teaching the Quran ... ... { ,, girls ...																
4. Other schools not conforming to Departmental standards ... { ,, boys ...																
4. Other schools not conforming to Departmental standards ... { ,, girls ...																
Total																
Grand total for 1912-1913																

GENERAL TABLE III.

Assam for the year 1913-1914.

management.						Number of scholars on the 31st of March, learning											Classification of scholars on the 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	..	...	...	..	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2	104	35	69	104	8	38	..	...	...	...	...	35	...	...	104	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2	104	35	69	104	8	38	...	...	...	...	...	35	...	...	104	...	...	
...	...	...	...	2	104	35	69	104	8	38	...	...	...	...	...	35	...	...	104	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

For the European Schools in Assam for 1913-1914.

Number of Scholars on the 31*st March* 1913, *classified according to Sex, Race, or Creed.*

——	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Girls—									
English ... Male ...	35	...	...	...	...	...	...	...	35
English ... Female ...	69	...	...	...	...	...	...	...	69
Total ...	104	...	...	...	...	...	...	...	104
Grand total for 1913-1914 ...	104	...	...	...	...	...	...	...	104

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public Under Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools { English	...	...	...	...	...	...	...
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools... English	...	...	...	...	...	...	...
Middle Schools { English	4,831	...	...	5,246	...	...	10,077
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	4,831	...	...	5,246	...	...	10,077
Total Secondary Schools both for Boys and Girls	4,831	...	...	5,246	...	...	10,077
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instructions.							
Training Schools for— (*a*) Masters	...	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... { Madrasahs	...	...	...	...	...	...	...
Other Schools ... { Miscellaneous Schools	...	...	...	...	...	...	...
Total...	...	...	...	...	...	...	...
Total of Direct Expenditure	4,831	...	...	5,246	...	...	10,077
INDIRECT EXPENDITURE.							
Buildings (*see* note VII)	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	72	...	...	...	...	...	72
Total	72	...	...	...	...	...	72
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection (*see* note V)	...	...	...	...	...	...	...
Scholarships or Stipends held in Arts Colleges	...	...	...	...	...	...	...
Professional Colleges...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools (*vide* note VI)	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
Payment to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	72	...	...	...	...	...	72
Total Expenditure on Public Instruction in 1913-1914	4,903	...	...	5,246	...	...	10,149

GENERAL TABLE IV.

in Assam for the official year 1913-1914.

Institutions.

public management.

Managed by District, or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public Institutions—						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mudsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools English	...	...	...	...	...	...	...
	2,400	...	...	5,494	...	...	7,894
Middle Schools English	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	2,400	...	...	5,494	...	...	7,894
Total Secondary Schools both for Boys and Girls	2,400	...	...	5,494	...	...	7,894
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instruction.							
Training Schools for— (*a*) Masters	...	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools Madrasahs	...	...	...	...	...	...	...
Other Schools Miscellaneous Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Direct Expenditure	2,400	...	...	5,494	...	...	7,894
INDIRECT EXPENDITURE.							
Buildings (*see* note VII)	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	3,770	...	...	...	...	...	3,770
Total	3,770	...	...	...	...	...	3,770
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection (*see* note V)	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools (*vide* note VI)	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	3,770	...	...	...	...	...	3,770
Total Expenditure on Public Instruction in 1913-1914	6,170	...	...	5,494	...	...	11,664

GENERAL TABLE IV—*concld.*

in Assam for the year 1913-1914—*concld.*

concld.												
management.				Total expenditure from								
Unaided.								All other sources.				
									Public.			
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	39(*a*)	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	7,231	...	...	10,740	...	...	...	17,971	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	7,231	...	...	10,740	...	...	...	17,971	
...	...	...	...	7,231	...	...	10,740	...	...	...	17,971	
...	...	...	...	...	...	...	...	...	...	...	...

GENERAL

EUROPEAN

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)								
Government ... English	1	44	...	...	...	...	8	8
Aided ... English	1	60	...	...	...	...	15	15
Total Secondary Schools	2	104	...	...	...	...	23	23
Grand total for 1913-1914	2	104	...	...	...	...	23	23

TABLE V.

EDUCATION.

and Primary Education in Assam at the end of the year 1913-1914.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
9	9	18	8	10	18	...	...	...	17	27	44
8	23	31	10	4	14	...	...	...	18	42	60
17	32	49	18	14	32	...	...	...	35	69	104
17	32	49	18	14	32	...	...	...	35	69	104

Resolution on the General Report on Public Instruction for the year 1913-1914.

Extract from the Proceedings of the Chief Commissioner of Assam in the Education Department, No. 7221E., dated the 19th December 1914.

READ—

General Report on Public Instruction in Assam for the year 1913-14.

RESOLUTION.

The year under review was a period of rapid progress in all branches of education. The special grants received from the Government of India permitted a largely increased expenditure, and considerable advances are reported by the Director of Public Instruction in the number both of educational institutions and of pupils.

2. The inspecting staff was augmented during the year by an Assistant Inspector in the Surma Valley and Hill Districts, an Assistant Inspectress, a Deputy Inspector in the Khasi and Jaintia Hills, and 16 additional Sub-Inspectors. The staff is still insufficient and will require to be further strengthened as funds permit.

3. Marked progress was made in the improvement of collegiate education. The affiliation of the colleges was extended, the staffs strengthened, the accommodation increased, the hostels improved and developed, and the libraries and laboratories more fully equipped. The affiliation of the Cotton College has now been advanced to the Honours standard in English, Mathematics, Chemistry, History, Sanskrit, Mental and Moral Philosophy, Political Economy and Political Philosophy and Physics, and to the M. A. standard in English. The sanction of the Secretary of State to the elevation of the Murarichand College to the first grade was received during the year, and action was taken for the acquisition of a site and the preparation of a building project.

Whilst the institutions themselves were thus improved and extended, the number and value of the scholarships tenable thereat were increased. The Chief Commissioner trusts that the improved facilities thus provided for higher education will result in an outturn of well educated youths sufficient to fill the local requirements of the learned professions and the service of the State. At present the supply is far below the demand, and nowhere is the deficiency more serious than in the Education Department itself.

The enrolment and the Intermediate pass list at both Colleges showed a satisfactory increase, but the Chief Commissioner regrets to learn that there was a decline in the number of graduates passing from the Cotton College.

4. In pursuance of the definite policy which has been adopted for the expansion of secondary education, six aided high schools at subdivisional headquarters were provincialised during the year; a scheme was sanctioned for the development of Government high schools so as to provide for existing requirements and for the expansion anticipated at the beginning of the succeeding year; middle English schools were opened at certain centres to relieve the pressure on the lower classes of the high schools; unaided high schools were taken on to the aided list, and assistance was given to aided schools on a generous scale to enable them to keep pace with the improvements effected in Government institutions.

The number of high schools for boys rose from 29 to 31 and the number of pupils reading in them from 10,337 to 11,597. The standard of instruction still suffers from lack of competent teachers. Sir Archdale Earle appreciates to the full the advantage pointed out in numerous representations of staffing schools with masters of the same race and language as the pupils, and he hears with much regret that the offer to enlist candidates with the Intermediate qualification to fill the vacancies in the Assam Valley Schools has met with no response. The cadre of the Subordinate Educational Service has more than doubled

in the last two years, and funds are not for the present available in sufficient measure to permit of any increase in the scale of pay. Fully qualified candidates from outside the Assam Valley are forthcoming at the existing rate of salaries, and it will be necessary to enlist them until sufficient local candidates are produced. The Chief Commissioner is glad to notice that efforts are being made to bring all branches of school life under the effective supervision and control of the headmasters. The number of middle English schools rose from 106 to 120, and the enrolment from 12,907 to 14,217. The condition of these schools remained far from satisfactory, and the important proposals framed by the Director of Public Instruction for placing them on a sound footing will receive very careful consideration.

5. In connection with vernacular education the most striking feature of the year was the abolition of fees in the middle vernacular and upper primary classes. Vernacular education is now entirely free. The pay of lower primary school teachers was considerably increased, and liberal grants were given to local bodies to enable them to develop primary education and to improve the school buildings and equipment. Primary schools for boys increased from 3,534, with an enrolment of 1,48,278, to 3,760 with an enrolment of 1,61,730. The Chief Commissioner is specially gratified to find that the abolition of fees in the higher vernacular classes has resulted in an increase of middle vernacular schools for boys—recently considered to be moribund—from 36 to 47, and of the pupils reading in them from 2,796 to 5,244. The recommendations of the annual conference of Educational officers, held in October 1913, for the improvement of vernacular education, so far as they have not hitherto been carried into effect are receiving the attention of the Chief Commissioner; but the Local Administration is not at present financially in a position to relieve Local Boards entirely of middle English education, and the proposal to allow the option of English in vernacular schools constitutes a departure from accepted principles which is still under consideration.

The difficulty of placing Local Boards financially in a position to deal with their rapidly increasing liabilities in the department of vernacular education is one which is engaging the attention of the Chief Commissioner and for which no satisfactory solution has as yet been found.

6. Want of funds prevented any extension during the year of the facilities offered for the training of teachers; but important work was done in connection with the revision of the course of instruction for Normal Schools.

7. Arrangements were completed for the establishment of a Law College at Gauhati. Since the close of the year an efficient staff has been appointed, and the first year class was opened in July 1914. It is contemplated that the second and third year classes will be opened simultaneously in July 1915, when the College will, it is hoped, be housed in its own buildings.

8. The improvement and expansion of technical education are awaiting the appointment for the province of a Director of Industries, which is now under the consideration of the Government of India.

9. No important advance was found to be possible during the year in Sanskrit education, but Sanskrit was reintroduced into the Normal Schools and the teaching was strengthened in both colleges by the appointment of capable professors, and in the case of the Gauhati College, by the advance of the affiliation to the Honours standard.

10. A Government Madrassa was opened at Sylhet at the beginning of the year, and will be developed as soon as practicable to the Senior Madrassa standard. The advance of Muhammadan education otherwise, as shown from the number of Muhammadans studying in the various institutions, was considerable, but the progress made was less rapid than that of the general community. The whole question of Muhammadan education has recently been discussed by a representative conference at Shillong, and the proposals of the Director of Public Instruction, based on the conclusions there arrived at, are awaited with interest by the Chief Commissioner.

11. The number of girls attending schools rose from 19,054 to 22,687. Forty-five new primary schools of an improved type were opened during the year, and 50 existing schools were improved in conformity with the new type. The chief difficulty in the way of the rapid progress of female education is the lack of teachers. As the Hon'ble Mr. Cunningham points out, if that difficulty and the want of funds could be removed, the returns for the year show that substantial improvement could very rapidly be effected.

12. The schemes for the establishment of a secondary school for European and Anglo-Indian boys at Shillong and of a Convent School at Haflong were under preparation during the year, and have since been sanctioned. The former will be under the management of the Irish Christian Brothers and the latter under that of the Sisters of *Notre Dame des Missions*. The Chief Commissioner is much indebted to these bodies for their proffers of help and to the Prefect Apostolic of Assam for the assistance afforded by him in the initiation of these schemes. The Pine Mount School and Loreto Convent School at Shillong continued to make satisfactory progress during the year.

13. The Chief Commissioner has to thank the Syndicate of the Calcutta University for the sympathetic consideration which they have given to various proposals which he has made for the improvement of collegiate education in the province and for the important concessions made by them in favour of children of the hill tribes and aboriginal races of the province presenting themselves for the Matriculation examination.

14. Sir Archdale Earle desires to express his great indebtedness to the Hon'ble Mr. Cunningham for the great ability and energy with which he conducted the department during the year. He has noted with pleasure the names of the educational officers who have been specially commended by the Director; and he gratefully acknowledges the considerable assistance rendered by the missionary bodies and the civil officers mentioned in the report.

ORDERED that the Resolution and the report be published in the *Assam Gazette*.

By order of the Chief Commissioner of Assam,

A. W. BOTHAM,

Second Secretary to the Chief Commissioner of Assam.

A. S. P. O. (J. & G.) No. 64—620—21-12-1914.

2

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN ASSAM

FOR THE YEAR

1914-15.

BY

THE HON'BLE MR. J. R. CUNNINGHAM, M. A.,
DIRECTOR OF PUBLIC INSTRUCTION, ASSAM.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN ASSAM

FOR THE YEAR

1914-15.

CHAPTER I.

INTRODUCTORY.

General statistics.

1. The influence of the Government of India bounties continued to make itself felt throughout the year. The returns disclose a general advance which, while it falls somewhat short of that reported for 1913-14, is still in excess of the average of ordinary years, a consoling record of progress in a year of War.

As it seems probable that the large recurring grants which have been given of recent years have secured their full effect, and that no increased grants need now be looked for until more settled times return, the occasion seems opportune for the presentation of figures which will afford a general view of the educational progress achieved since the visit of the King-Emperor and the grant of the liberal allotments from Imperial funds which followed thereupon.

I have accordingly shewn on the table below not only the increase since last year but also the increase since the administrative changes announced at Delhi were brought into effect :—

Descriptive head.	1913-14.		1914-15.		Percentage of increase.	
	Institutions.	Pupils.	Institutions.	Pupils.	Since last year.	Since reconstitution of Province.
1	2	3	4	5	6	7
PUBLIC INSTITUTIONS.						
Collegiate education.						
Arts Colleges	2	442	2	551	24·7	86·8
Law College	...	...	1	12	...	...
School education, general.						
Secondary for boys — High schools	29	11,120	30	12,158	9·3	39·7
Secondary for boys — Middle English schools	113	13,693	110	12,469	—8·9	14·2
Secondary for boys — Middle Vernacular schools	47	5,244	64	7,385	40·8	168·3
Ditto for girls — High schools	2	477	2	499	4·6	123·8
Ditto for girls — Middle English schools	7	524	10	897	71·2	205·1
Ditto for girls — Middle Vernacular schools	7	667	6	636	—·5	42·3
Primary schools — For boys	3,760	1,61,730	3,926	1,75,414	8·5	23·7
Primary schools — „ girls	300	9,786	345	11,464	17·1	58·3
School education, special.						
Training schools — For Masters	9	421	9	381	—9·5	—4·5
Training schools — „ Mistresses	2	11	2	12	...	...
Law schools	1	14	1	17	21·4	21·4
Medical schools	1	130	1	147	13	36·1
Industrial schools for boys	5	40	7	69	72·5	60·5
Other Schools — Madrasas	34	2,659	39	3,059	15	14·8
Other Schools — Tols	63	1,175	80	1,482	26·1	25·8
Total of Public Institutions	4,382	2,08,133	4,635	2,26,652	8·9	28

Descriptive head.	1913-14.		1914-15.		Percentage of increase.	
	Institutions.	Pupils.	Institutions.	Pupils.	Since last year.	Since reconstitution of Province.
1	2	3	4	5	6	7
PRIVATE INSTITUTIONS.						
Advanced ... Arabic and Persian ...	15	560	11	515	—8·7	—9·9
Advanced ... Sanskrit	18	271	5	88	—67·5	—49·2
Elementary, teaching a vernacular only or mainly. For boys	17	356	8	217	—39	—50·9
Elementary, teaching a vernacular only or mainly. „ girls	...	...	...	...	...	...
Elementary, teaching Koran. For boys	106	4,045	108	3,598	—11	23·6
Elementary, teaching Koran. „ girls	5	103	9	230	123·3	...
Other schools not conforming to Departmental standards. For boys	34	1,641	44	2,548	55·3	142·2
Other schools not conforming to Departmental standards. „ girls	1	32	2	35	9·4	...
Total of Private Institutions	196	7,008	187	7,231	3·2	42·3
Grand total* ...	4,578	2,15,141	4,822	2,33,883	8·7	28·4

Comment.

2. The decrease shewn since last year in the enrolment of Middle English schools for boys is due mainly to what would be called in business a book transfer : the decline in the case of Training schools is also only apparent. In the case of all other public institutions there has been a notable advance. I would draw particular attention to the solid increase in the enrolment of boys' and girls' Primary schools, and the growing popularity of Middle Vernacular education.

Space does not permit of an analysis of the figures of advance since 1912. It may suffice, with reference to the general increase of 28 per cent. in the three years' period, to note that this is a substantial instalment of the duplication of numbers which the Government of India hoped to be able to bring about and that the attainment in this Province of the full measure set would be a perfectly practicable programme for a period of, say, 10 years and a succession of liberal budgets.

Funds.

3. Money is wanted everywhere, by the Education Department, by the Boards, by the Municipality, by the people. The need is more conscious than when grants were less. And this is natural; new responsibilities have been assumed, new hopes awakened. It is now no time to think of pressing for money. The war stops all demands. But even if we were in a position to look for increase in the allotments from public funds it would still be necessary to face the radical questions which have arisen for answer with regard to educational finance. If the policy of progress is to be maintained and developed, it will eventually be necessary to apply in large ways and on system an economic check, such as is now irregularly applied in small ways by the charge of fees in secondary schools and colleges and the demand for contributions from the public as a condition of grant-in-aid.

Expenditure.

4. The total expenditure during the year was Rs. 26,54,237 against Rs. 23,28,287 in the previous year :—

	Rs.		Rs.
1. From Provincial Revenues	12 32,593	against	10,76,324
2. „ District and Local Funds ...	7,81,381	„	6,25,382
3. „ Municipal Funds	43,835	„	32,862
4. „ fees	3,75,373	„	3,49,831
5. „ subscriptions	2,21,065	„	2,43,888
Total ...	26,54,237	„	23,28,287

* The figures for the current year exclude tea garden schools which add over 3,000 pupils to the school-going population. The inclusion of these pupils would raise the increase since the reconstitution to roughly 30 per cent.

CHAPTER II.

CONTROLLING AGENCIES.

Direction.

5. The Department was in my charge without interruption. Rai Sahib Durgadhar Barkataki continued on special duty to assist me in connection with the increase of work involved in the expenditure of the Government of India allotments, and in framing schemes in the hope of allotments to follow. He worked well and was of great assistance. A number of the larger schemes expected did not, however, mature, *e.g* , those for the advance of Secondary education, for the increase of facilities for the training of teachers, for the encouragement of Sanskrit education. For this I am solely responsible.

The post of Personal Assistant was capably filled for the greater part of the year by Srijut Kamala Kanta Barua, and, on his officiating promotion to the Provincial Service as Assistant Inspector, by Babu Giris Chandra Chakravarti.

6. The subjoined statement shews the sanctioned strength of the various services on 1st April 1912 (when Assam reverted to its own control), and on 31st March of 1913 and 1914 :—

—	1st April 1912.	31st March 1913.	31st March 1914.
1	2	3	4
Indian Educational Service	5	11	11
Provincial Educational Service	13	32	34
Subordinate Educational Service	124	249	283
Ungraded Service	226	360	409

Inspecting Agency.

7. There was no increase of the inspecting agency throughout the year.

An increase in the Subordinate inspecting agency must be one of the first charges upon future allotments. At present the Deputy and Sub-Inspectors have an average of 76 schools each, a charge which is much too heavy. Certain of the subdivisions are adequately staffed. The burden falls the more heavily upon those which are not.

Inspectors.

8. Messrs. Wilkins and Small remained in charge of the Surma Valley and Hill Districts and the Assam Valley Circle, respectively.

Mr. Wilkins still has his headquarters at Shillong although his office is in Silchar. This arrangement may continue until the question of the permanent headquarters is settled and a house provided. I found it convenient in practice. It was of advantage to me to have Mr. Wilkins on occasion at hand, and despite the nominal separation from his office he was able to arrange to my satisfaction for the punctual despatch of office work. Mr. Wilkins was on tour for 248 days and visited 11 High, 19 Middle English, 7 Middle Vernacular, 4 Upper Primary, 44 Lower Primary, 9 girls' and 5 special schools. I have had particular reason to be satisfied with his work in connection with the improvement of instruction in High schools. The purchase of a motor boat during the year will enable him to devote a larger share of his attention now to the schools of lower grade in the interior.

Mr. Small, who has a heavier and more difficult charge, was on tour for 204 days, in course of which he visited all the Government High schools, spending periods varying from 3 days to 3 weeks in the inspection of each. The High schools under private management were also visited, also the Deputy Inspectors' offices and 27 Middle, 54 Primary, 5 girls' and 11 special schools. This is a satisfactory record of inspection.

Inspectress and Assistant Inspectress.

9. Miss Somerville took six months' leave from 5th April and resigned her appointment on its expiry. This resignation was a serious loss to the Department. Miss Somerville had the cause of female education in India at heart and had worked enthusiastically and well during her incumbency of the appointment. Miss Das, the Assistant Inspectress, officiated creditably for her until the vacancy was filled by the

appointment of Miss Garrett, who joined on 16th October and took up work vigorously at once. In the remainder of the year Miss Garrett toured for 126 days and made 84 visits of inspection.

As Officiating Inspectress and as Assistant Inspectress Miss Das was 186 days on tour and inspected 80 schools on 106 visits.

The Department was fortunate in being able to replace Miss Somerville with so little delay and in securing for the appointment a lady who had already seen service in the Province and had a record of valuable work to her credit in Bengal and in the old conjoint province.

Assistant Inspectors.

10. In the Assistant Inspectorate, the year was a year of change. Srijut Sarat Chandra Goswami continued to officiate in the Assam Valley until 1st January when his steady good work was rewarded by a permanent Provincial Service posting as Superintendent of the Jorhat Training School. He was replaced by my Personal Assistant Srijut Kamala Kanta Barua, of whom Mr. Small reports " I have every reason to be thoroughly satisfied with his work and would like to retain his services permanently." Between them these officers spent 175 days on tour and visited 1 High, 33 Middle, 78 Primary and 12 special schools.

In the Surma Valley arrangements were more disturbed. Maulvi Azad Ali Chaudhuri's health continued to decline. He died on 10th July and was not replaced until Babu Sarada Charan Chakravarti joined the post on 30th November. Between them these officers toured for 134 days and visited 27 Secondary, 71 Primary, and 26 girls' and special schools.

Deputy Inspectors.

11. The touring by the Deputy Inspectors was generally satisfactory. In the few cases in which the minimum number of touring days was not attained to, satisfactory reasons were forthcoming.

I was generally pleased with the zeal and capacity shewn by the Deputy Inspectors in the discharge of their duties. The following officers are noted for special commendation :—

Babu Ananda Mohan Datta.

Maulvi Tayab Ali.

Babu Nadia Behari Das.

Babu Uma Prasanna Biswas.

I should have included also the name of U Alexander had he not failed to control satisfactorily the touring of his Sub-Inspectors.

Regretfully I had to retire Rai Sahib Behari Lal Dhar on the completion of his 60th year. He leaves a good memory behind.

Sub-Inspectors.

12. Mr. Wilkins refrains from mentioning the names of any of his Sub-Inspectors for particularly good work. From Mr. Small's list I select the following for special mention :—

Srijut Harendra Narayan Datta.

,, Jogeswar Goswami.

,, Gaurikanta Deka.

,, Kamaleswar Barthakur.

Touring was, on the whole, adequate, but there were some lapses. In the Khasi Hills all the Sub-Inspectors failed grossly. The explanations provided do not satisfy me. Enquiry will proceed.

Local Boards.

13. The charge of primary education in the subdivisions continued with the Local Boards. Generally speaking I believe the administration to have been sound and effective ; but I am not in a position to state assuredly that the special grants given to the Boards for education and the unspent balances of previous years (an important item) were fully devoted to the purposes for which they were granted, or, in so far as they were unspent, reserved for educational purposes in future. The budget and account forms render examination difficult. The subject engaged attention during the year, and proposals were presented and circulated, which had the intention of putting the Department in a position to exercise its supervisory authority.

I have in previous reports drawn attention to the contrast between the inevitably rapid development of the demands upon the Boards and the comparative stagnancy of their resources. This is no cry of Wolf. Returns from the Deputy Inspectors, which are indicative if not completely trustworthy, shew that, on one or other of the standards set by the Manual, the growth of the enrolment in Board schools already established required an increase of 233 more teachers than the Boards were in a position to appoint and an unfound provision of some Rs. 25,000 for the extension of school buildings and equipment. The majority of subdivisions have also "venture" schools waiting to be taken over and many have unschooled tracts which require only money to bring them into line with the movement of the times. Unless ways and means of regular reinforcement can be found it will have to be realized that in the more advanced subdivisions the present arrangement of public schools and Board control has reached or almost reached the end of its tether, and that the province will have to face a period of growing reliance upon the policy of trust in private enterprise, a policy from which other provinces, hitherto less fortunate, are working towards a slow redemption.

A short and simple statement will disclose the situation. Apart altogether from any special encouragement, education is bound to develop in an advancing community. Of recent years an educational evangel has been preached, which has not only stimulated the demand for education but increased the cost. Liberal grants have been given. Corresponding returns have been expected. The grants have been spent, a repetition has been hoped for, and no reservation has been made for development. The Boards have neither the money nor the power to raise the money. From their own resources, which are practically stationary, they can only provide for Paul by robbing Peter; and education is not always Paul.

The educational resources of the Boards as they at present exist are:—

1. Provincial grants.
2. Imperial grants.
3. The Local Fund.
4. Fees.
5. Subscriptions.

Vernacular education, which is the main charge of the Boards, is free; subscriptions are trivial; the fourth and fifth heads may be ignored. We are left with the Local Fund and outside contributions from public revenues. "The expanding revenues of the Local Boards" is a phrase which is commonplace, but executive officers advise that the expansion is non-existent, or at best insignificant. Provincial grants have remained unchanged for many years and additional Imperial grants cannot be relied upon. Were the Administration able (1) to relieve the Boards of the charge of English education (2) to devote to the encouragement of vernacular education in the Plains Subdivisions by means of subsidy to the Boards a grant which developed with the expansion of provincial revenues, continuance might be provided for for a few years and later grants from the Government of India might enable the Boards to carry on still further, until ultimately as Local Self-Government realised its aims, the principle of local taxation might be gradually introduced in the more progressive areas, and a system of contributory grants brought into force like that which prevails at home.

While the present is no time to press for increased grants, it does not seem inopportune to survey the situation and to anticipate and provide for the time when funds will again be free.

Municipalities.

14. Municipalities continued to play the hazy part assigned to them in connection with the education of their inhabitants. As indicated in last year's Report, there is considerable scope for development. In Barpeta, for instance, the new schools opened are already full and admissions had to be refused in January.

Gauhati opened a Municipal Middle English School.

Civil Officers.

15. As in the past, the Department has to acknowledge gratefully the assistance given by Civil Officers.

16. The Welsh Mission continued active in the Hills and in the Plains, contributing greatly to the advance of female education, and extending its efforts amongst the Namasudras in the Surma Valley. An acknowledgment is also due to the American Baptist Mission, which is intent on advance. The Baptist Mission Girls' school in Gauhati has made a most promising start and bids fair in course of time to be one of the leading girls' schools in the Province.

Missions.

17. Finally, under this head, I would invite the attention of the Administration to the public spirit displayed in educational matters by the landowners of Goalpara—in particular, by the Rani of Bijni, the Hon'ble the Raja of Gauripur, and the Zemindar of Bagribari.

Landholders.

CHAPTER III.

COLLEGIATE EDUCATION.

18. The report for the year in regard to the advance of Collegiate education is of a mingled yarn. The Cotton College scheme has been proceeded with and practically completed: the Sylhet College scheme, on the other hand, has been suspended. The collegiate enrolment rose from 442 to 551, a very substantial advance, the number of graduates from 17 to 27 and the number of intermediates from 110 to 114: on the other hand, there was a very heavy rejection of candidates for the intermediate diploma in Arts. The foundations for an advance in the provincial standard of education have been laid; on the other hand, our first batch of candidates for honours from a local college have all been unsuccessful.

Introductory.

Cotton College.

19. On the re-opening of the College in July 1914 it offered to its students the advantages of affiliation up to the degree standard and honours in English, Sanskrit, History, Philosophy, Politics, Physics, Chemistry and Mathematics and up to the degree standard in Persian. It also offered instruction for the M. A. in English. In all subjects in which this was necessary, English excepted, the staff had been duly strengthened and the new incumbents had joined their posts. For the charge of the English Department a new post in the Indian Educational Service had been created. The incumbent, Mr. R. Cullis Goffin, did not however arrive until the close of October and his place was taken in the interim by an officiating substitute.

Advanced classes.

The College has been fortunate in the men whose services it has secured in connection with the development scheme.

It was not to be expected that the opening of honours and post-graduate classes would be followed by a rush for enrolment. The classes are an attraction only to the exceptionally well qualified, and in Assam which until comparatively recently has had no local standard to aim at higher than the Intermediate examination in Arts, it will take some little time before satisfactory classes can be formed. I am unable therefore to depress myself over the somewhat dismal record of the College in its first year of presenting candidates for honours. The Principal reports a total enrolment of 25 students in the honours classes at the close of the year. Some successes may be expected at next attempt.

But little advantage has been taken so far of the post-graduate affiliation. The class opened with 5 students of whom at the end of the year only two remained. Whether these will go forward to examination or not remains to be seen.

Progress in the honours and post-graduate classes is bound to be slow, but the existence of these higher classes, the difficulties which the courses offer, even the reverses which the students suffer in the early days, will undoubtedly react upon the staff and the whole body of students so as to raise the general standard of ambition and improve the educational tone of the College.

20. The Principal points out that the true educational atmosphere can only be attained in an institution in which the professors are themselves contributing or at least seeking to contribute to the enlargement of knowledge. In this connection he records a certain amount of original work on the part of the staff during the year under report. I quote from his report:—

Original work.

Babu Padmanath Bhattacharjee has been busily engaged in the interpretation of copper plate inscriptions, an article being published in the Ethnographica Indica. Babu Vanamali Chakravarti has published in the Journal of the Asiatic Society of Bengal an article on the "Nature of Moksha in ancient Nyaya". Professor Suresh Chandra Datta had a note on "Self-Sacrifice" published in the Hibbert Journal. In the Physics Department Mr. Roberts and Babu Tarakeswar Bhattacharyya engaged themselves on certain lines of research but no definite results have yet been achieved.

21. An interesting sign of improvement in the educational atmosphere is the growing recourse which is being had to the Library which was in constant use throughout the year by students and staff. Apart from the references within the Library during college hours, the lists shew an average of 5 books borrowed by each student for home study.

Library.

The Library which now consists of over 5,000 volumes was largely increased in particular, by a group of over 300 books on Politics and History. The Principal advises however that there is still a great deal to be done before it can be considered anything like adequate to the needs of an institution in which original work in the various subjects of study is or ought to be in progress. He hopes for considerable special grants from time to time as funds emerge. Meantime in order that the fullest use may be obtained from the existing library its administration has been reorganized on methodical lines. In this connection the Principal confesses himself specially indebted to Mr. Brown and Dr. Thomson.

22. The total enrolment of the college rose from 261 to 310, the increase being almost entirely due to a great development of the Degree classes which increased to 116 or almost double the number (59) of a couple of years ago. Comparative figures of success in the University examination are tabulated below :—

Statistics.

Faculty.	Intermediate.			Degree.		
	1913-14	1914-15.	Percentage for 1914-15.	1913-14.	1914-15.	Percentage for 1914-15.
1	2	3	4	5	6	7
Arts	46	31	49	12	21	55
Science	15	16	100	5	6	86
Total	61	47	...	17	27	...

The reduction in the number of Intermediate Arts passes is unfortunate; the percentage of success it will be noticed is much smaller than the previous record of the College has led us to expect. A point which emerges for notice both in connection with these results and the results of the Murarichand College is the very much higher degree of success obtained by the Science than by the Arts students. A close study of the marks obtained by the candidates in Arts and Science during the current year has led me to the general explanation that the complete Science group is attractive only to students of more than average ability.

23. Not a great deal was done during the year so far as buildings are concerned. The hostel extension scheme was completed, with the exception of the hospital, which is now in hand. The Chemistry Laboratory was improved so as to allow of the instruction of honours classes, and a range of temporary quarters was erected for the accommodation of the newly arrived Professors in the Indian Educational Service. With all that has been done, there still remains much to do. Permanent quarters have to be provided for the new European Professors, more satisfactory arrangements have to be made for the residence of the Hostel Superintendents, the residential system has still to be enclosed and future development has to be provided for. The needs with regard to future development were brought by the Principal to the Chief Commissioner's notice when he visited Gauhati in the cold weather and the preparation of a scheme was ordered.

Buildings.

24. With an average of 212 boarders in residence throughout the year the College may fairly claim to be a residential institution. The excellence of the hostel arrangements attracted the attention of the University Inspectors on the occasion of their last visit when they recorded a note in the following words :—

Hostels.

"The ideal of a residential college is realised in Gauhati more than in any other college under the University."

Murarichand College.

25. The designs for College hostels and residential buildings on the new site were prepared during the year, the estimated cost of the proposed buildings on the lines specified proving much greater than had been anticipated. Proposals which had been in contemplation for

Development.

the advance of the College in its present buildings to the Degree standard in Arts were held back on the outbreak of the War. The improvement of the College on its present basis was proceeded with, a new appointment was created for an English Lecturer, considerable sums were spent in the improvement of laboratory equipment and accommodation, and a gas and water installation was supplied.

Statistics.

26. As will be seen from the table the enrolment of the College still increases rapidly :—

Class.	Numbers.			
	On provincialization.	1913.	1914.	1915.
1	2	3	4	5
First year	48	75	100	124
Second year	50	53	81	117
Total	98	128	181	241

These numbers testify to the influence of the provincialization in advancing Collegiate education in the Surma Valley, and are assurances of the demand for a College of higher status. Had the inadequate arrangements at present made for hostel residence permitted, a considerably larger enrolment would have been returned.

Comparative figures of success in the Intermediate examinations of the University are noted below :—

Faculty.	1913-14.	1914-15.	Percentage for 1914-15.
1	2	3	4
Arts	46	52	64
Science	3	15	88
Total	49	67	

The result in Science is particularly satisfactory, 14 out of 15 successful candidates having been placed in the first division.

Control.

27. Mr. Südmersen's zealous and unwearying devotion to the interests of the Cotton College and of University Education in the Province continued manifest throughout the year. Mr. Datta's administration of the Murarichand College deserves commendation and enables me to assure the Administration that this College also is in good hands. Both Principals were loyally supported by the members of their staff, who interested themselves not only in the class-work, but also in the societies, in the amusements, and in the general welfare of the students.

CHAPTER IV.

SECONDARY SCHOOLS FOR BOYS.

Expansion.

28. Action for expansion proceeded on the lines indicated in paragraph 31 of last year's report :—

1.—*Provincialization.*

29. With effect from 1st April 1914, the aided school at Maulvi Bazar was taken under the direct charge of Government. There remain now to be provincialized only the aided High schools at Hailakandi and Sunamganj. So far, no request for the provincialization of these schools has been put forward. It will, no doubt, come in time.

It is a pleasing comment on the policy of provincialization that the Habiganj High School, which formerly stood in ill-repute, has now for two years headed the list of Assam schools in respect of its results at the Matriculation examination and has also in both years won the challenge cup for Athletics in the Surma Valley.

2.—*Development of Government High schools.*

30. The Government schools continued their development within the limits set. Provision was duly made for the opening of 16 new sections in January, involving an addition of 18 teachers to the staff and an expenditure of Rs. 7,600 on equipment and temporary buildings. The necessity for keeping the development within bounds may be seen from the demand in January last in one of the Government schools for as many as seven sections in a single class. Influential requests from many centres for the multiplication of class sections beyond the limits set had perforce to be resisted.

It may be noted that the appointments created in connection with the development scheme in the last two years would have sufficed to staff four new single section high schools.

Provision for the accommodation of the new sections is made in thatched houses in the school compound. It is the intention that these houses will be replaced in time by permanent additions to the school buildings. In the case of all the schools projects have been prepared or are in preparation. In the case of most, their execution will have to wait. But entirely new buildings on a suitable scale are already under construction for Jorhat, Golaghat, and Goalpara, and works of extension have been in progress at Silchar, Maulvi Bazar, and Gauhati. The completion of the programme will require very liberal grants from Government.

Further works in connection with the development of Government High Schools were the construction of new Hostel buildings in Gauhati, Silchar, Jorhat and Shillong and the acquisition of recreation grounds for Barpeta and Dibrugarh.

Two new posts were created for Manual Instructors. Promising appointments were made and the officers appointed sent to the United Provinces for a course of training. In anticipation of their return, workshops were erected in the compounds of the schools to which they have been posted, *viz.*, Dibrugarh and Sylhet.

If, as is hoped, this movement proves a success, teachers from other schools will be sent to Dibrugarh and Sylhet for training. In this way, as funds permit, the movement will spread throughout the secondary schools of the Province.

The process continued of replacing ungraded posts by posts for graduates as vacancies occurred, as also the promotion to the graded service of classical masters who proved themselves fit for promotion by passing the Departmental examination in English and their classical language.

3.—*Opening of Middle English schools at headquarters.*

31. No new Middle English schools were opened at headquarters stations during the year except the Municipal Middle English school at Gauhati. There was the usual outcry about rejections in January. The people of Nowgong who had represented the need of a Middle English School, retired when it was found that it could only be had on payment. Generally speaking, the need will have to be very pressing before the local public will stir themselves to action. This is natural enough. The cost of school buildings is considerable. A general collection would be necessary. There is no one eager enough to organize it and but few in a position to give the work a flying start by means of a large contribution.

With the aid of a very liberal grant from Government the Narsingh Middle English School in Silchar began its progress to the Matriculation standard. Schemes, which await money for their fulfilment, were framed for the relief of the pressure at other centres. Third sections were continued on a temporary basis at Silchar, Sylhet, and Karimganj.

The development of the North Lakhimpur School was arrested by the want of funds and of qualified teachers willing to take up work in the wilderness.

4.—*Improvement of Aided schools.*

32. Grants averaging roughly Rs. 250 a month were given to the aided High schools to put them in a position to follow the same lines of development as Government schools. Even with these liberal grants it was found difficult to secure the qualified teachers necessary for the re-inforcement of the staffs. This is true of both Valleys.

The negotiations in regard to the Giris Chandra High School at Sylhet have been suspended pending the recurrence of better times. The case of the Haris Chandra School at Baniyachang is more pressing. The attempt to move, in co-operation with the authorities of this school ended in disagreement and negotiations for the opening of a new school have been proceeding.

Entirely new school and hostel buildings are urgently required by the following schools :—

The Sonaram High School, the George Institution, the Nazira High School, and the Narsingh High School.

5.—Establishment of new High schools.

33. A new High school was established at Bagribari at the cost of the Zemindar. The Inspector who has visited the school speaks well of it in every way. Since the close of the year, it has been recognized by the University.

Negotiations were in progress for the development of the aided Middle English schools at Nalbari and Panchakhanda. At Panchakhanda the spirited efforts of Babu Pabitra Nath Das will, I hope, in due course be crowned with success. He is himself prepared to contribute largely, and requires only a little support from other landowners and well-to-do people in the pergana. The lines of an inexpensive scheme have been worked out. I again visited Nalbari and elaborated in detail a scheme of development so moderate in its demands that it should not be beyond the capacity of local effort properly organized to raise the funds required.

High school statistics.

34. The number of High schools excluding Bagribari (which was not recognized until after the close of the year) rose from 29 to 30. Of these, 18 were Government schools and 6, each, aided and unaided. Three of the unaided schools are supported by the liberality of local landowners. The number of pupils in attendance rose from 11,120 to 12,158, an increase of over 9 per cent., the rise being particularly marked in the High school Department which enrolled 5,329 pupils as against 4,733 in the previous year, an increase of between 12 and 13 per cent.

There was a slight improvement in the appearance made by Assam candidates at the Matriculation examination. The number of presentations fell from 483 to 477, while the number of passes rose from 300 to 314, of which 157 as against 147 in the previous year were in the first division. The subjoined table shews the percentage of success :—

Area	Percentage of successful presentations.		
	From State schools.	From aided schools.	From unaided schools.
1	2	3	4
The Province	73	51	48
Surma Valley	79	56	56
Assam Valley	69	46	39

The Surma Valley maintains its superiority over the Assam Valley, the Government schools over the aided and unaided schools. The encouragement afforded to the schools in the Assam Valley which have been taken on to the aided list would appear already to have borne fruit, if the rise in their percentage of success from 27 in 1912-13 to 46 in the year under report is not casual or accidental. In both Valleys it is satisfactory to be able to note that the State schools improved their position.

General condition.

35. The Assam Valley is still suffering from the defect of qualified teachers; the Head Masters as a body are not so competent as the Head Masters in the Surma Valley and they have a more difficult task.

Mr. Small writes :—

I regret to be unable to record any appreciable improvement in the management, general supervision or general work of the High schools throughout the Division.

But improvement is, I think, in progress although the Head Masters tend to be still timid of authority.

Of the Surma Valley, Mr. Wilkins reports :—

Internally, the administration of High schools continued to improve, with perhaps the solitary exception of the school at Baniyachang. Head Masters, I believe, are realising more the responsibilities which their position imposes, and a more healthy tone seems to prevail throughout the schools.

I wish to mention for special commendation the name of Babu Kunja Behari Guha, Head Master of the Government High school at Habiganj.

Attendance.

36. Action taken during the year to improve the attendance in Government schools was not without result, the percentage rising from 87 to 88, a figure which may be compared with the 80 of aided and the 84 of unaided schools. I hope to be able next year to report a further advance. The most satisfactory figures of attendance I saw on tour were those of the Habiganj High School, a point which may have some bearing on its scholastic success.

Middle school statistics.

37. Were the returns to be accepted without explanation it would be necessary to believe that the popularity of Middle English education was on the wane: the number of schools declined from 113 to 110 and of pupils from 13,693 to 12,469. But the transfer of 7 unaided Anglo Vernacular schools from the list of Middle English schools to that of "private institutions" and the development of one of last year's Middle English schools to the High school standard explains the apparent decline in the number of schools: had funds and teachers been forthcoming the number would have been very largely increased. The continuance of the policy of transferring classes I and II of Middle English schools to the nearest vernacular schools is partly responsible for the reduction in the enrolment. In the increase of the fee receipts from Rs. 82,080 to Rs. 92,193, indicating a general enhancement of the fee rates in the endeavour to raise a sufficient income to secure the services of qualified masters, another partial explanation may be found. Finally, there can be no doubt that the new popularity of Middle Vernacular schools keeps many boys in these schools who would, in former years, have proceeded to Middle English schools.

In regard to this class of institutions Mr. Small writes :—

Every year, I am more impressed with the inefficiency of Middle English education in outlying villages. The teachers are unqualified to teach a language in which they are unable to make themselves intelligible or to understand a single question. The standard of work is much below that of the corresponding classes of High schools.

Endeavours were made through the year to bring about an improvement, mainly by insisting, so far as insistence was practicable, on the employment of better qualified teachers. Stringent conditions were attached to recognition in the case of new schools.

It may have to be recognized that Middle English schools are a class apart from High schools, not necessarily preparatory, and that the Middle English course represents what is regarded by pupils and parents as a course of education complete in itself and requiring to be organized accordingly.

CHAPTER V.

ELEMENTARY EDUCATION.

Expenditure.

38. In the Chapter on Controlling Agencies I stated my inability to assure myself that the Local Boards have attached the educational grants completely to educational expenditure. In the following abstract I compare the total educational expenditure of, and Government contributions to, the Boards in 1911-12, before the special grants were communicated, and in subsequent years, the figures of expenditure being taken from the returns made to the Department and of contribution, from the Comptroller's accounts :—

	1911-12.	1912-13.	1913-14.	1914-15.	Remarks.
	Rs.	Rs.	Rs.	Rs.	
Total expenditure—Table VII ...	5,02,485	5,81,901	6,25,382	7,81,381	These totals disregard educational receipts.
Total Government grants for education ...	1,44,623	2,75,160	3,28,656	3,68,674	
*Difference—being contribution of Board from local sources other than educational receipts.	3,57,862	3,06,751	2,96,726	4,12,707	
Variation from standard of 1911-12 ...	...	—51,121	—61,136	+54,845	

If these figures are accepted and it is admitted that it behoved the Boards to maintain the standard of 1911-12, it will be seen that balances of Rs. 1,22,257 accrued in 1912-13 and 1913-14 and that after an excess expenditure of Rs. 54,845 in 1914-15 there should have been a balance of Rs. 67,412 carried forward for educational purposes. If a higher standard is set and it is considered that the Boards should not only have maintained the actual figures of 1911-12, but should have maintained the proportion which these figures bore to their local income, it will appear that they have in hand for non-recurring expenditure a much larger balance. The income of the Boards (Dhubri excluded) from Land Revenue, Rates, Pounds, etc., and roads and ferries rose from Rs. 9,19,077 in 1911-12 to Rs. 9,67,709 in 1912-13, and Rs. 9,80,107 in 1913-14. Assuming that it has not in the year under report fallen short of the previous years, the total increase represents an addition of over Rs. 1,70,000 in the three years. If, say, 25 per cent. of this total should be regarded as having been spent on education, this will raise the balance of unspent educational money to well over a lakh of rupees.

This is a claim which will, I am sure, be disputed, and which seems ungrateful at a time when the majority of the Boards are undoubtedly overpressed with the demands for additional recurring expenditure and after a year in which they have spent so largely.

Statistics of progress.

39. The returns shew a satisfactory increase of between 8 and 9 per cent. in the enrolment of boys' primary schools and a slight decrease which will engage attention later in the standard of attainment. Middle vernacular schools, supposed a year or two ago to be moribund, added another 40 per cent. to their enrolment. Reports from the subdivisions indicate that only money is wanting to develop this important movement. English education is still of course the demand, but failing this, many are willing to continue their education in the vernacular. The proposal to allow the option of instruction in English to those pupils who were willing to pay for it was not approved.

Important measures taken during the year were the abolition of the Upper Primary classification of schools for scholarship and examination purposes, the reinstitution of a public examination for Leaving Certificates and scholarships at the close of the vernacular school course, the abolition of Leaving Certificate examinations at other stages in the course and the revisal of the new syllabus of studies in the light gained by the experience of the past few years' working.

Wastage in Province.

40. The following table shews the number of pupils attending the various classes of vernacular schools in the Province for the year under review and compares them with the numbers of the previous year :—

Year.	Class I.		II.	III.	IV.	V.	VI.	VII.	Total.
	A.	B.							
1	2	3	4	5	6	7	8	9	10
1913-14	74,687	35,228	32,198	20,517	12,213	1,676	549	359	1,77,427
1914-15	81,109	39,779	33,881	22,810	12,654	2,119	837	416	1,93,605
Increase or decrease in Vernalar schools.	+ 6,422	+ 4,551	+ 1,683	+ 2,293	+ 441	+ 443	+ 288	+ 57	+ 16,178
	+ 10,973								
Increase or decrease in English schools.	— 224		— 259	+ 618	— 699	+ 47	+ 304	+ 156	— 57
Total increase	+ 10,749		+ 1,424	+ 2,911	—258	+ 490	+ 592	+ 213	+16,121

This is in some ways a discouraging record. Following the rough and ready system of calculation adopted in previous reports, it will be seen that of the previous year's enrolment of 54,958 (half the number of pupils in the two sections of class I), 21,077 or 38 per cent. failed to reach class II ; of 32,198 pupils in class II, 9,388 or 29 per cent. failed to reach class III, and of the 20,517 pupils in class III, 7,863 or 38 per cent. failed to reach class IV. These figures are not on the whole an improvement on last year's 34, 28, and 39, the total wastage being 69 per cent. against the previous year's 67. It would not be reasonable to expect any rapid improvement, but it is impossible to avoid disappointment at the fact that we have moved backwards.

41. The purpose of this annual analysis is not however to derive comfortable auguries from the figures but to keep the situation, the unreality of our education, prominently before the Department and the Administration, so that the need for measures of remedy should not be lost sight of. In this connection the question of the capitation system continued to engage consideration throughout the year. I quote from the Proceedings of the Annual Conference :—

Capitation system.

The propriety of continuing the capitation system in Lower Primary schools had been discussed at last year's Conference without a decision being arrived at. It was then agreed that the question of continuance or discontinuance should be definitely referred to the Deputy Inspectors by the Inspectors of Schools, who would, in good time before the next Conference, submit a final report, upon which the views of the Conference would be taken. It was suggested that the Deputy Inspectors should be asked to consider in particular the following questions :—

(1) Whether the capitation system did, as a matter of fact, influence teachers to persuade parents and guardians to keep their children longer in school.
(2) Whether the measure of success so attained was such as to justify the labour which the system involved.
(3) Whether the system did impart into schools an atmosphere of dishonesty and suspicion.
(4) Whether such advantageous results, if any, as they considered were achieved by means of the capitation system, could be achieved by any other system which they could suggest, simpler in operation and free from objection in principle.

The reports submitted by the Inspectors of Schools are appended. It will be seen that there is some difference of opinion between the two Valleys. With regard to the first question, the Surma Valley was generally of opinion that the system had resulted in maintaining or increasing the enrolment in certain classes of schools, that is, those which had not already worked up to the full rates which they could earn. Opinion in the Assam Valley was, however, unanimously adverse and Mr. Small recorded the view that even if the system did satisfy its object he would oppose it all the more strongly on that ground, as the dependence of the teachers' pay on the good will of the children and villagers was ruinous to discipline. The views on the second question of reference were similarly indeterminate. Those who approved of the system considered the labour light, those who disapproved of it regarded it as heavy. It was impossible to come to a conclusion. As to the third question whether the system imparted into schools an atmosphere of dishonesty or suspicion, there was no doubt whatever. All agreed that in this respect its influence was most undesirable. Mr. Evans who felt strongly on the subject had observed its operation carefully in the Khasi Hills and found no good in it whatever. It did not increase the enrolment in the upper classes and it undoubtedly put very serious temptation in the way of the teacher which in many cases he was unable to resist. In regard to the fourth question it appeared that every one believed that a more satisfactory system might be introduced.

A discussion followed on the subject of the arrangements to be recommended in place of the capitation system. No practicable proposal was made, and it was decided that the matter should engage further consideration with a view to an experimental substitution in one or two selected subdivisions, exact particulars in regard to its operation in these subdivisions being collected to enable me to consider as a practical measure the question of the system to be adopted in its place.

Wastage in Surma Valley.

42. The figures of enrolment in the Surma Valley, class by class, are as follows :—

Year.	Class I.		II	III	IV	V	VI	VII	Total.
	A	B							
1	2	3	4	5	6	7	8	9	10
1913-14	38,129	17,677	16,128	10,667	5,820	515	149	79	89,164
1914-15	40,674	19,399	17,291	11,505	6,099	655	231	113	95,967
Increase or decrease in vernacular schools	+2,545	+1,722	+1,163	+838	+279	+140	+82	+34	+6,803
	+4,267								
Increase or decrease in English schools	—164		—196	+16	—279	+145	+238	+104	—136
Total increase	+4,103		+967	+854	...	+285	+320	+138	+6,667

The advance is generally satisfactory. The Deputy Inspectors of North Sylhet, Sunamganj and Hailakandi are to be congratulated on the advance shown in their subdivisions. Habiganj, I note, shews a reduction of 54 pupils in the classes above class III. The statistics of Silchar are difficult to deal with as there has been a wholesale transference of unrecognized schools to the category of "Private institutions." Progress in Habiganj, Karimganj, and South Sylhet falls below the average.

Wastage in Assam Valley.

43. The following are the corresponding figures for the Assam Valley :—

Year.	Class I. A.	Class I. B.	II.	III.	IV.	V.	VI.	VII.	Total.
1	2	3	4	5	6	7	8	9	10
1913-14	36,558	17,551	16,070	9,850	6,393	1,161	400	280	88,263
1914-15	40,435	20,380	16,590	11,305	6,555	1,464	606	303	97,638
Increase or decrease in Vernacular schools.	+3,877	+2,829	+520	+1,455	+162	+303	+206	+23	+9,375
	+6,706								
Increase or decrease in English schools.	−60		−63	+602	−420	−98	+66	+52	+79
Total increase	+6,646		+457	+2,057	−258	+205	+272	+75	+9,454

The large increase of numbers in class III looks promising.

Dhubri was the largest contributor to the advance, with an increase of 33 per cent. in its enrolment in Primary schools for boys. Dibrugarh makes a good second and Gauhati and Golaghat have also done very well. Progress has been disappointing in Tezpur and Sibsagar. In Mangaldai despite a recorded increase of over 30 per cent. in the expenditure the enrolment has remained practically stationary (an increase of 8 pupils altogether), and Jorhat shews 128 pupils fewer in its boys' Primary schools than it had last year.

Attendance.

44. The subjoined statement shews the percentage of the average daily attendance to the average monthly enrolment in each grade of vernacular schools as compared with the figures of the preceding year :—

Year.	Lower Primary.	Upper Primary.	Middle Vernacular.
1	2	3	4
1913-14	74·4	77·3	78·4
1914-15	75·8	80·3	81·6
Increase	1·4	3	3·2

These figures are re-assuring. In some of the subdivisions, particularly in Dhubri, Jorhat, and North Lakhimpur, the improvement has been very striking. Hailakandi, Goalpara, Tezpur, Mangaldai, Dibrugarh, and Sibsagar, however, have gone back on their previous year's record. The Deputy Inspectors concerned must consider ways and means of amendment.

CHAPTER VI.

TRAINING OF TEACHERS.

Statistics.

45. The returns shew 2,519 trained men in a total of 6,077 vernacular teachers. The figures for the previous year were 2,388 and 5,719. In the case of Anglo-Vernacular and classical language teachers, the numbers rose from 53 out of 698 to 57 out of 715. Graduates increased from 109 to 127. The decrease shewn in the enrolment of training institutions is unreal, being more than covered by a reduction of 80 in the recorded enrolment of the aided training schools in the Surma Valley and Hill Districts. An explanation will be sought for. It is not however of importance under this head as the schools in question should not properly be classed as training schools.

Popularity of new courses.

46. The revised courses for normal schools and training classes have been introduced and have proved immediately popular, the places in the normal schools having been fully taken up, and many applicants having had to be refused admission.

In Silchar it was necessary to intervene on behalf of vernacular candidates to assure to them the freedom of what is really their own institution. Candidates from Anglo-Vernacular schools who have studied up to and beyond the close of the middle English stage are not uncommon: men so qualified may of course be welcomed, but only after the demands of suitable applicants from vernacular schools have been satisfied.

Appointments to Provincial Educational Service.

47. The new posts in the Provincial Educational Service for the Superintendents of the normal schools were occupied by Rai Sahib Aghore Nath Adhikari and Srijut Sarat Chandra Goswami. Rai Sahib Aghore Nath Adhikari has already proved himself and from Srijut Sarat Chandra Goswami's appointment I anticipate excellent results.

General.

48. In previous reports I have emphasized the view that the first need of village school masters is not so much a course of training as the extension of their general education, the close of the middle vernacular course being regarded as the earliest stage at which it is ordinarily profitable to begin the work of professional training. The rapid increase in the enrolment of middle vernacular schools promises a supply of reasonably well qualified candidates for village masterships. The institution of the vernacular school leaving certificate examination promises an advance in the standard of vernacular attainment.

In Silchar Rai Sahib Aghore Nath Adhikari devoted special attention to the improvement of arrangements for the instruction of his pupils in the practice of teaching. I hope to be able te report well next year of the outcome of his efforts. The ordinary school master, be he university man or village school man, is not a philosopher nor usefully a theorist. His primary need is for guidance in the matter of practice rather than of principle.

Needs.

49. One of our first educational requirements is a provincial training college. The outlines of a scheme for the establishment of such an institution and for a large increase in the number of training schools or classes for village school masters have been settled and proposals will be presented in anticipation of better days. Meantime, funds are scarcely sufficient to enable the Department to do full justice to the responsibilities already undertaken.

The Hill Training Schools.

50. I noted last year that the training schools at Shillong and Tura were not doing useful work. The Tura school had to be closed during the year for want of a teacher. It will re-open under better auspices. Measures were taken to improve conditions in the Shillong school; reorganization will await a closer study of the question of education in the Khasi and Jaintia Hills.

Female teachers.

51. The training of female teachers is entirely in the heads of the Missions. There are two girls' schools which have training classes attached—the high school at Silchar under Miss Lloyd, and the middle English school at Nowgong under Miss Doe. This movement is in its infancy. Miss Garrett reports well of the work at Silchar :—

> Miss Lloyd, I found, had attained surprisingly good results with very poor material to work on and an inadequate staff to help her. Four out of the five teachers under training passed the Junior Teacher's examination and are now working in Board or Municipal schools.

CHAPTER VII.

SPECIAL EDUCATION.

I.—LAW.

Earle Law College, Gauhati.

52. Makeshift arrangements were made for the accommodation of the Law College in Gauhati. The Principal and Lecturers were duly appointed and work was started in July with a single class. An extensive library of law books was collected during the year and progress made with the construction of the college and hostel buildings and Principal's quarters on an excellent site in the east bank of the Dighli Pukuri.

Mr. J. Barooah, Barrister at Law, whose services have been lent by the executive is the first Principal. With the assistance of three exceptionally well qualified lecturers, *viz.*, Hon'ble Mr. T. R. Phukan, Barrister, Mr. Satya Nath Bora, B.A., B.L., whose ability and ripe experience command confidence, and Mr. Arthur Brown, M.A., LL.B., Barrister, it may reasonably be hoped that the Principal will be able to bring up in the wisdom and practice of the Law a succession of youths who will prove a credit to their profession and to the public service and help to the establishment of a sound legal tradition in Assam.

A question which engaged consideration during the year was that of the propriety of allowing the admission to the college of graduate school masters engaged in the various schools in Gauhati. Very varying opinions were expressed. In the outcome it was decided provisionally and as a measure of expediency, to lay no general embargo upon such admissions in the case of privately managed institutions where the admission was recommended by the School Committee. Each case was however to be reported to the Department for decision.

At the close of the year there were 12 students in the first year class, of whom one was a Muhammadan.

Pleadership classes.

53. The single pleadership class at Gauhati enrolled 17 students as against 14 in the previous year. An average daily attendance of only 10 reflects a doubtful light upon the system of instruction.

II.—MEDICINE.

Berry White Medical School.

54. An abstract report furnished to me by the Inspector-General of Civil Hospitals is printed in the appendix.

III.—ENGINEERING AND INDUSTRY.

New Department.

55. The new Department of Industries and Co-operative Credit which is to have charge of Technical and Industrial education has not yet been established.

Tipkai.

56. A very interesting experiment is in progress in Dhubri Sub-Division, a middle English and technical school for Meches having been opened at Tipkai under Board control with funds mainly provided by the Department. Both girls and boys are taught; the institution is residential; the instruction includes the lower primary course, the middle English course, carpentry and weaving. The boys' hostels, provided by subscription amongst the Meches, the teachers' quarters, and the various school buildings are ranged round an open field which is large enough for football and other games. An admirable girls' hostel building and Superintendent's quarters are under construction in the Sâl forest a few hundred yards away.

Industrial education in Lushai Hills.

57. The scheme for technical education amongst the Lushais made a start during the year. It is still too early to speak of results. Instead of starting a carpentry school at Aijal on the lines of the schools at Shillong and Kohima the much more practical course has been adopted of placing a lump sum in the hands of the Superintendent to be spent in his discretion in the traning of Lushais in trades likely to be profitable in the Hills. The pupils will be apprenticed to craftsmen—carpenters, tailors, sawyers, dhobies, masons, blacksmiths, etc.,—or sent to training classes in various part of India. Pupils have already gone to Ludhiana to learn weaving, and to Kalimpong to learn lace making.

Engineering scholarships.

58. The number and value of the Engineering scholarships tenable at Dacca and Sibpur was increased.

Williamson Fund.

59. A brief report in regard to the Williamson Fund experiment is printed in the appendix.

IV.—ORIENTAL EDUCATION.

Sanskrit.

Statistics.

60. The total number of *tols* of all classes, public and private, which sent in returns increased from 81 to 85, the number of pupils rising from 1,446 to 1,570. The great majority of these

institutions are inefficient. The following table shews the results of the Government examinations :—

Area.	Number of successful students.	
	First examination.	Second examination.
1	2	3
Assam Valley	8	3
Surma Valley	29	4
Province	37	7

The state of affairs in the Assam Valley may be seen from the Gauhati report which tells of 70 students presented for the first and 13 for the second *tol* examination of whom only 5 were successful, all in the first examination. It is hoped that the opening of a centre at Nalbari for the examinations of the Calcutta Board will raise the standard of instruction in the Gauhati *tols*.

Action during the year.

61. The first step towards bringing *tol* education under supervision and control was taken during the year by constituting Divisional Boards to conduct the public examinations and act as advisers to Government. A scheme for the establishment of a Government Sanskrit College was framed and sanctioned (to await the emergence of funds). A survey of *tols* was undertaken and enquiries instituted with a view to recasting the courses of study and framing proposals for scholarships and grants-in-aid.

Persian and Arabic.

Statistics.

62. Three thousand and fifty-nine Muhammadan pupils read in 39 public Madrasas against 2,659 in 34 in the previous year—an advance which is not matter for congratulation. In private institutions teaching Arabic and Persian there were 515 pupils in 11 institutions as against 560 in 15 in 1913-14. Koran schools rose from 111 to 117, the enrolment decreasing from 4,148 to 3,828.

Government Madrasa.

63. The Government Madrasa opened its first senior class in April 1915 and will add one class annually till the full senior Madrasa standard is attained. The estimation in which the institution is held may be seen from the increase in the enrolment which rose from 106 to 161. The construction of permanent buildings was held in suspense as proposals were in contemplation for enlarging the scope of the institution. In course of the year a hostel was started in a rented house. It has 20 pupils in residence.

Recommendations of the Conference.

64. The whole question of Muhammadan education, secular as well as Islamic, was considered by a representative Conference which met the Chief Commissioner in Shillong in October and recorded a series of resolutions which should have the most far reaching and beneficial effect on Muhammadan education in the Province.

The most important resolutions so far as oriental learning is concerned defined the object of Madrasas and advised as to the purposes which should be kept in view in reframing the present courses.

The object of Madrasas—the Conference advised—is the production of cultured Moslems well-versed in Arabic, and possibly in Persian also, including a knowledge of Islamic subjects, Hadis, Tafsir, etc., who can, according as they wish, become enlightened ministers of religion, devote themselves to research in these languages and subjects, or betake themselves to secular occupations.

This is not such a formula as I should have framed had the task been left to me. It retains elements of the confusion which has characterized Madrasa education in India from the beginning. But this is less, though still in some measure, manifest

in the purposes which the Conference recommended should be kept in view in revising the courses, *viz.* :—

(1) That the religious purpose should be predominant.

(2) That the instruction in Islamic subjects should be made to conform with the needs of to-day instead of with the needs of a by-gone day.

(3) That there should be infused into the course such a leaven of secular knowledge as was required to make pupils of the Madrasa intelligent citizens of India in the present day and that to this end a course of instruction should be offered in the vernacular.

(4) That in the junior Madrasa course, English should be included amongst the ordinary subjects of study. In the senior course it should be included amongst the optional subjects of study.

(5) That the education given should fit the students to earn a livelihood, and that the expense of the course to the individual, to the community, and to the purse of Government should bear some relation to the financial measure of the livelihood which the students were likely to earn.

The difficulty of giving practical effect to these recommendations rests in the reconcilement of what are ordinarily regarded as the necessities of the first and fifth purposes. If, however, I can persuade the community to agree, in the first place, that no boy should enter a Madrasa course who has not been educated up to the lower primary standard in the vernacular, and secondly that the literary study of Urdu should be postponed to the senior course, I am not without hope that the views of the Conference may receive most useful effect.

CHAPTER VIII.

FEMALE EDUCATION.

General.

65. A weary voice from one of the more obdurate tracts complains that—

Female education is a need of all but a desire of few.

In the province, as a whole, however, the few are not a dwindling band. A further increase this year of nearly 18 per cent. in the number of girls at school speaks cheerfully to the spread of liberal views. It is true that prejudice remains almost unabated against the keeping of girls at schools after they have attained to marriageable age. But what movement there is is advance; if the numbers are small, the percentages are large: and the advance could be accelerated—it is the old story—if well qualified teachers were to be found and if money were no object. The Inspectress advises that the headquarters schools are inadequately staffed: and the scale of establishment is certainly not liberal. But even this scale it is difficult to maintain; teachers are hard to get and, being found, are in many cases hard to retain.

Statistics.

66. At the close of the year 5·66 per cent. of the girls of Assam were attending school, a very considerable advance on the previous year's percentage of 4·61. The figures of attendance in public schools were 26,713 against the previous 22,687, an actual increase of 4,026 girls or between 17 and 18 per cent. The general rate of advance has been exceeded in the classes beyond the lower primary, the enrolment of which rose from 466 to 649, and in the middle stage which enrolled 248 girls against the 182 of 1913-14. The enrolment in the High school stage remained constant at 46.

A rapid increase in the enrolment of the matriculation classes may be confidently expected when funds are found to start the girls' High School at Dibrugarh for which a scheme was submitted and accepted in course of the year.

The undernoted table shows the advance district by district :—

Year.	Percentage of girls at school in											
	Khasi and Jaintia Hills.	Garo Hills.	Kamrup.	Cachar.	Nowgong.	Goalpara.	Sylhet.	Sibsagar.	Darrang.	Lakhimpur.	Lushai Hills.	Naga Hills.
1	2	3	4	5	6	7	8	9	10	11	12	13
1914-15 ...	23·2	13·7	6·1	6	5·8	5·5	4·8	3·2	2·75	2·7	1·9	·4
1913-14 ...	22·3	7·03	5·55	5·7	5·54	4·6	3·8	3	2·78	2·2	1·1	·8
Increase or decrease...	·9	6·67	·55	·3	·26	·9	1	·2	—·03	·5	·8	—·4

The only districts which have gone back are Darrang and the Naga Hills. In Darrang the Deputy Inspectors will be instructed to spare no effort to increase the enrolment. It is satisfactory that Goalpara has recovered from last year's set back and shows a substantial advance. The increase in the Garo Hills is remarkable. Kamrup now stands at the head of the plains districts as regards the proportion of its children at school—both boys and girls.

Wastage.

67. The following table shows the enrolment in each class of the girls' schools in the province, exclusive of European schools :—

Year.	Class.										
	I	II	III	IV	V	VI	VII	VII	IX	X	Total.
1	2	3	4	5	6	7	8	9	10	11	12
1914-15 ...	10,070	1,591	867	445	193	90	46	14	10	8	13,334
1913-14 ...	8,972	1,111	615	388	134	57	46	14	7	6	11,350
Increase or decrease...	1,098	480	252	57	59	33	...	...	3	2	1,984

The figures of increase are more encouraging than last year's, the rise in the classes above the Kindergarten stage being 886 against last year's 231. The remarks made under this head in last report are still applicable.

There was a decline in the enrolment of girls' schools in Silchar, Karimganj, Goalpara, Tezpur, Mangaldai, Barpeta, Gauhati and Golaghat. This should engage the attention of the Deputy Inspectors and the Boards.

Attendance.

68. The figures of attendance continued unsatisfactory :—

Year.	Class of Institution.			
	High.	Middle English.	Middle Vernacular.	Primary.
1	2	3	4	5
1914-15	68·1	64·9	65·6	66·4
1913-14	63·3	73·3	65·7	64·8
Increase or decrease	4·8	— 8·4	— ·1	1·6

Co-education.

69. Again, I note comparative statistics of girls reading in girls' and in boys' schools :—

Year.	Number of girls reading in								Total.	
	High schools.		Middle English schools.		Middle Vernacular schools.		Primary schools.			
	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.	For boys.	For girls.
1	2	3	4	5	6	7	8	9	10	11
1914-15	...	434	161	852	75	604	13,451	11,136	13,687	13,026
1913-14	1	410	181	489	25	649	11,422	9,510	11,629	11,058
Increase or decrease ...	—1	24	— 20	363	50	— 45	2,029	1,626	2,058	1,968

While there was a decline in the number of girls reading in boys' schools of higher status, the general enrolment of girls in boys' schools still accounts for more than half the number of girls at school.

CHAPTER IX.

EDUCATION OF SPECIAL CLASSES.

1. *Europeans and Anglo-Indians.*

Advance.

70. The new dormitories of Loreto Convent school were completed during the year and after much discussion the scheme for the extension and improvement of Pine Mount School was put into form. Grants of Rs. 30,000 and Rs. 1,29,168 were made for the construction of a small Convent school at Haflong and of a secondary boys' school, to be managed by the Irish Christian Brothers, in Shillong. Building operations have been in progress and it is expected that the new schools will open before the close of the current year.

Statistics.

71. Both of the existing schools continued to do good work. Numbers in the Pine Mount School rose from 44 to 56, double the number of 1912-13; the Convent returns shew a decline from 60 to 57, due to the exclusion from the returns of 11 Indian pupils.

Acknowledgments.

72. The Inspectress reports that teaching in both schools is good. A special acknowledgment is due to Miss Miles and her assistants who carried on work successfully under rather trying conditions, the accommodation having been insufficient and the staff scarcely adequate in number to the increased and more complex enrolment.

2. *Muhammadans.*

General statistics.

73. Full comparative statistics will be found in Appendix N. The enrolment shews an advance of 4,937 in all classes of institutions, repeating and very slightly bettering the previous year's advance of 4,934. The advance for the year under report is satisfactory as having been, for the first time I believe, at a rate—9·5 per cent.—in excess of the general provincial average.

Examinations.

74. The following table compares the Muhammadan passes in the different examinations during the last two years :—

	1913-14.	1914-15.
B. A. and B. Sc.	2	4
Intermediate	10	11
Matriculation	39	44
Middle School	244	268
Upper Primary	387	454
Lower Primary	1,154	1,342

It will be seen that there has been progress all along the line.

Employment.

75. The number of Muhammadans employed in schools and colleges and in educational offices rose from 797 to 948.

Provincial Conference.

76. The most important educational event of the year was the summoning of the Muhammadan Conference to which reference has already been made in Chapter VII. It is impossible to do more here than record very briefly the main conclusions which were arrived at :—

To begin with elementary education as the most important, the Conference was agreed as to the propriety of encouraging the tendency of the Muhammadan community to come on to the educational high road, accepting the general view that the prescribed courses of instruction would serve Muhammadans for the ordinary purposes of secular education if opportunity was afforded for giving the pupils instruction in their religious duties. It was further agreed that it was not desirable to teach Urdu in ordinary Lower Primary schools, but that it might suitably be taught in the higher classes of vernacular schools proceeding beyond the Lower Primary stage. Following on this the Conference framed a general scheme of religious and Urdu instruction in vernacular schools designed to occupy a period of about half an hour daily outside school hours.

With a view to adapting the secondary school courses to Muhammadan needs it was advised that more time should be given to the Islamic languages according to a scheme which was submitted and has since been approved by the Administration, that Persian should give place to Arabic as the classical language for Muhammadan boys in Assam schools, that the classical languages should be taught through the medium of English or the vernacular, and that, as in the case of vernacular schools, facilities should be given for elementary religious instruction.

A further important recommendation of the Conference was the establishment of a complete Muhammadan school in Sylhet with a modern and an Islamic side ministered to in both its Departments by a system of subdivisional feeder schools.

The Conference also advised that special Muhammadan Inspectors should be appointed, a beginning being made with one Muhammadan officer with the rank of an Assistant Inspector who might be appointed for the province as a whole.

Following upon the Conference a scheme was made out and submitted to the Local Administration for sanction. It involves a total non-recurring expenditure of Rs. 2,67,150 and a recurring expenditure beginning at Rs. 43,668 and attaining to an average of Rs. 70,567.

In view of the scope of the proposals and the important results which may be expected to accrue from them the scheme may be regarded as economical. Funds are not however at present forthcoming to give it general effect and the Administration, in accepting the recommendations of the Conference, has refrained from sanctioning them in so far as they involve increased expenditure.

Action proceeded to give effect to the recommendations of the Conference in regard to such matters as the revisal of the courses of instruction.

3. *Hill Tribes.*

77. I note below in tabular form the statistics of enrolment in the primary and secondary schools of the various hill districts in so far as they are before me :—

Statistics.

District.	Secondary.		Primary.		Total.	
	1913-14.	1914-15.	1913-14.	1914-15.	1913-14.	1914-15.
1	2	3	4	5	6	7
Khasi and Jaintia Hills ...	1,559	1,757	9,989	10,078	11,548	11,835
Garo Hills	374	378	4,873	5,871	5,247	6,249
Naga Hills	...	...	458	525	...	...
Lushai Hills	...	...	...	...	1,074	1,277

Substantial progress, it will be seen, was made in the Garo and in the Lushai Hills.

I visited the Garo Hills and the North Cachar Hills during the year and after consultation with the Mission and executive officers framed proposals for advance which are now under consideration. I have not yet found time to visit the Lushai Hills, the Naga Hills or Manipur.

4. *Tea-garden coolies.*

78. There were 153 schools for tea-garden children—an increase of 35—at the close of the year, distributed thus between the two divisions and amongst the various classes :—

	A	B	C	Total.
Assam Valley	8	21	87	116
Surma Valley	5	19	13	37
Total	13	40	100	153

The total enrolment of such of these schools as submitted returns was 3,159.

The best progress was made in Sibsagar where Colonel Playfair, to whom the Department is greatly indebted for his assistance, interested himself personally in the advancement of the scheme. This district has half of the total number of schools in the Province. Dibrugarh and Darrang lag far behind.

5. *Factory employees.*

79. Sanction was accorded during the year to the establishment of Government schools for the education of factory children and the children of factory employees at Digboi, Sissi and Mecklanadi. The Digboi and Sissi schools were opened during the year and enrolled 17 and 40 children, respectively.

CHAPTER X.

DISCIPLINE, PHYSICAL AND MORAL TRAINING.

General.

80. There was but little disciplinary trouble: serious cases were reported only from Sunamganj and Dibrugarh.

Mr. Wilkins writes:—

There is some reason for believing that the general tone of school discipline is improving steadily.

Mr. Sudmersen writes:—

Signs that increasing supervision and closer watchfulness are necessary have manifested themselves during the year.

and again:—

As no act of indiscipline has occurred calling for strong measures it would be usual to report that discipline is satisfactory: but at the same time indications are afforded which may lead me in a subsequent report to submit a less satisfactory conclusion.

Complaints reach me with regard to both school boys and college students in the Assam Valley that their little learning has robbed them of the courtesy of their fathers. I am sure that a general complaint is not justified. But instances of discourtesy or imperfect courtesy do occur, and the many suffer for the few. Principals, Professors, Head and Assistant Masters and Hostel Superintendents should do what in them lies to influence their students and pupils generally to such a wakeful courtesy that no conduct on their part can give colour to the assertion that education in the Assam Valley acts adversely on good manners.

Athletics.

81. In both divisions, the cult of football grows apace—a movement of good augury. The Athletic Associations in Upper and Lower Assam and in the Surma Valley conducted successful tournaments. Proposals were presented during the year for the systematization of procedure with regard to the charge of games fees.

Moral and religious education.

82. A report was submitted on the troubled question of moral and religious education in schools.

Hostel system.

83. Action was taken during the year to extend and improve the hostel system. The number of boarders in Government Hostels rose from 825 to 1,118 which may be compared with the 507 of 31st March 1912.

In last year's report I advised of the reasons—poverty, caste conservatism and so forth—which rendered it impossible as a practical policy to aim at providing by hostels of the present kind for the needs of all. The consideration is important, and I subjoin an extract from a note recorded at Nalbari which describes the situation to be dealt with and suggests a remedy:—

I turn now to deal with the question of hostel accommodation. At Nalbari I visited *bashas* here and there accommodating some 30 of the pupils of the school. I visited also the so-called school hostels. The hostels consist of a couple of *kutcha* buildings in the school compound, in a very bad state of repair, in which the boys live free from any control. The buildings are dirty; the boys would be better not in school at all than living in this way. If the hostels are bad, the *bashas* are worse. This is only generally true, as some of the *bashas* were fairly decent. But for the most part they are mere cattle sheds. Some have no windows and the boys have to trust for light only to the gaps in the wall-thatching which render the buildings useless as a protection from the weather. Cooking proceeds in the living room. The roof, under a scanty thatch which can be of little protection from the sun, is hung with soot and cobwebs. Sanitary arrangements are insanitary, the water-supply impure. There is in fact no health in the *bashas* and the Head Master advises me that there is a very great deal of sickness amongst his pupils in the hot weather and the rains.

It will probably be urged in favour of these *bashas* that they are no worse than the *bashes* in which the boys live in their own villages. But this is not a serious argument. In the first place, they *are* worse, for in the matter of construction less attention is paid to the temporary home of a boy than to the permanent home of the family. In the second place, they lack the care of the women of the household. In the third place, the school should set an example of decency and good order to its pupils in this as in other respects; and, lastly, boys living in a village who spend their days in the fields gathering strength in the open air can accommodate themselves without difficulty to conditions which would tell very heavily on boys who are throughout the day studying in school and who occupy a large part of their time out of school hours in the sedentary occupations of preparing their lessons and cooking their meals.

The Head Master told me that approximately 200 of his boys were living in *bashas* of this type, some of them, of course, better than others, but all bad. Before I could move a step forward towards advising the Administration to encourage the development of the school I should have to be assured that this system would be done away with and that boys would be brought under control and accommodated in a manner which was not prejudicial to their health.

If this were to be done by means of hostels, the expense would be excessive; the cost of building the hostels, out-houses, etc., would be some two to three hundred rupees per head on a cheap specification and the necessity imposed upon the boys of feeding in messes would add very largely to the cost of living. It struck me that a cheaper system might be devised which would be a natural development of the present system of *basha* residence and would yet have all the advantages of supervised residence in hostels. To this end, three things would be necessary :—

(1) That the *bashas* should be built according to a simple but satisfactory design and specification.

(2) That the *bashas*, which would be constructed by the pupils themselves,* should be brought together on a site or sites belonging to the school authority and duly provided with water, cooksheds, and sanitary arrangements.

(3) That the *bashas* so grouped might be divisible into units of about 40 boys in residence, each of which would be under the control of a resident master, who would build his own *basha* alongside.

Were this practicable the only initial expenses to which the school committee would be put would be the cost of the site, water-supply, cooksheds and latrines.

Each *basha* might be designed to accommodate three boys, the dimensions being 15 feet from east to west and 12 feet in breadth. The following specification might be adopted :—

(1) 18-inch *kutcha* plinth well rammed and regularly dressed with *lepa*.

(2) Posts of bamboo or local wood.

(3) Nine foot walls of *ekra* or jungle grass bound at 9 inch intervals with transverse strips of bamboo, neatly mud plastered and whitewashed.

(4) Roof of about 6" thatching.

(5) *Jhamp* door and a *jhamp* window of 2 feet square in the south wall with two *jhamp* windows of 2 feet square on the north wall exactly opposite them.

(6) The eaves and wall tops to be neatly and evenly trimmed.

These are the materials at present used by the boys in constructing the *bashas* in which they live. The only difference would be that the *bashas* would be better designed and more carefully finished, as also that they would provide decently for lighting and ventilation. Further it would be the duty of the boys to keep them in repair.

This they would do at their own expense or if they failed at any time the work would be done by the school authority and the money so expended charged in the monthly bill, the amount being treated as fees.

Between each row of *bashas* so designed there should be one large cookshed and dining hall along the walls of which the boys would build their own *chulas*.

As heretofore the boys would bring their food supplies periodically from home.

The question of conservancy is important. I thought that it might be possible to work on the system of camp latrines with bamboo posts and a trench which was filled up with earth as it was occupied. But the trouble of the rains in Nalbari puts this out of the question. The trenches would be flooded and would become a nuisance. On the other hand, while it is possible in a small rustic settlement for the inmates to treat the world as their latrine, this would not be possible where a considerable number were gathered together; the surrounding country for about 100 yards would inevitably become pestilential. It would be necessary therefore to provide proper latrines, say, one for each eight boys in residence. The ordinary type of railway latrine would do; there would, I understand, be no difficulty in obtaining the services of a sweeper.

The water-supply would be provided by means of a tank which would have to be dug and maintained at the cost of the school authority, the earth so obtained being used to help in the work of raising the compound.

Another requisite is a playing field. In the case of a residential institution such as the Nalbari high school would be, this seems to be a more necessary provision than it would be in the case of a high school in one of the subdivisional centres. The boys are away from their homes, they have

* Alternatively they might be constructed by the school authority at a cost of about 4 annas a square foot, and repaired from a fund provided by the charge of a trivial rent-fee from the inmates.

none of the hundred and one little things to do which occupy a boy's attention in his home, and if they are to be kept out of mischief and in good health it is necessary that they should have regular exercise. The need for a playground in the case of Nalbari even as a Middle English School has indeed already been admitted and proposals have come up to me for the acquisition of 20 *bighas* at a few hundred yards' distance on both sides of the Chaumatha road. The acquisition of the land contiguous to the present school compound is out of the question as it would require to be raised at least 5 feet. The land by the Chaumatha road on the other hand would not require more than 2 feet of raising at the outside and an area of twenty to twenty-five *bighas* would be quite sufficient.

I have examined this land carefully and suggest the acquisition of 25 *bighas* on the north of the road where it is reasonably high and the drainage is towards the old bank of the Pagladiya river. The Sub-Deputy Collector, Babu Pramode Chandra Sen Gupta, advised that Rs. 2,000 would be amply sufficient for acquisition and the Sub-Overseer of the Public Works Department advised that eight to nine thousand rupees would be required for raising the land and for making a satisfactory tank.

Assuming that 90 boys were provided for in the first instance, and 21 more annually thereafter the non-recurring expenses would be in summary as noted below :—

No.	Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1	2	3	4	5	6	7	8
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	Site	2,000	...	...	...	...	2,000
2	Improvement of site	8,500	...	...	...	...	8,500
3	Water-supply		...	...	...	...	
4	Cook-sheds	650	160	160	160	160	1,290
5	Latrines	600	150	150	150	150	1,200
	Total ...	11,750	310	310	310	310	12,990

CHAPTER XI.

TEXT-BOOK COMMITTEES AND LIBRARIES.

84. The Text-Book Committees worked on established lines throughout the year. The Provincial and the Surma Valley Committees were heavily in arrear—constantly dealing with a burden of work much too heavy for them. The experience gained in the last year or two has pointed to the necessity for a revolution in procedure.

Text-Book Committees.

85. The Assam Valley is still badly in need of more and better text-books in the vernacular. Action was taken to stimulate the production of suitable books in History, Geography and Mathematics, and work proceeded on the translation into Assamese of the authorised series of teachers' manuals.

Text-Books.

86. Little was done during the year for the improvement of school libraries. Here and there an attempt is seen on the part of Head Masters to have full advantage taken of such libraries as do exist. But this is by no means general.

School libraries.

The selection of books is frequently ill advised, a matter in which Head Masters have not received the assistance they had a right to expect from the Text-Book Committees and the Department. Mr. Wilkins remarks favourably on the library of the Silchar Normal School. The capacity of Rai Sahib Aghore Nath Adhikari, the Superintendent, is reflected in the excellent use to which he has put the funds allotted to him.

J. R. CUNNINGHAM,

Director of Public Instruction, Assam.

APPENDIX I.

ABSTRACT OF THE REPORT OF THE BERRY-WHITE MEDICAL SCHOOL FOR THE YEAR 1914-15.

1. The total number of students on the roll of the school on the 31st March 1915 was 130, against 112 in the previous year.

2. Out of the 20 students of the 4th year class 14 or 70 per cent. passed the final examination and received their diplomas.

The percentage of successful students in the 1st license examination was 54 against 78 in the year 1913-14.

3. Amongst the 130 students borne on the roll on the 31st March last, 75 were residents of the Brahmaputra Valley, 8 Khasis, 2 Nagas, 3 Lushais, 2 Garos, 2 Manipuris, 9 Bengalis and 29 residents of the Surma Valley.

4. There were altogether 40 scholarships including 13 special ones of Rs 15 per mensem each and one of Rs. 14 per mensem. Forty free studentships were granted to deserving students in accordance with the rules.

5. One Sub-Assistant Surgeon was in exclusive charge of the Compounder class attached to the school. There were 21 students in this class on the 31st March 1914. Twenty or 95 per cent. passed out during the year under report. The number on the roll on the 31st March 1915 was 17.

6. The total expenditure during the year was Rs. 45,472 against Rs. 44,231 in the previous year. A sum of Rs. 1,998 was received on account of fees, fines, etc., and was duly credited into the treasury. The increase was due to an increased expenditure on account of special scholarships, medical stores, rent, rates and taxes, X Ray accessories and pay and allowances of demonstrators and of the teacher of the compounder class. The Superintendent drew the increased rate of allowance throughout the year against for a few months only last year.

7. The total expenditure on recurring charges amounted to Rs. 35,249 against Rs. 32,732 in 1913-14. The reasons for the increase have been explained in paragraph 6.

8. The average annual cost, to the Public Fund, of educating each pupil was Rs. 254 against Rs. 269 in the previous year.

9. There were no new admissions into the Indian Military pupils' class during the year under report.

APPENDIX II.

REPORT REGARDING WILLIAMSON APPRENTICESHIPS, 1914-15.

Under the scheme in Assam Administration Resolution No. 4551G., dated the 19th May 1914, 19 youths were undergoing a course of training during the year ending 31st March 1915, as compared with 17 in the preceding year.

The attached statements show the distribution of these apprentices amongst the various workshops of the province and the expenditure incurred in their training.

2. *Jorhat State Railway Workshop.*—Five apprentices were under training during the year. This number included three new admissions. One boy completed his training during the year, and two boys left the workshop before the completion of their apprenticeship. The number of apprentices on the roll on the 31st March 1915, was therefore 2 only. All the lads were trained in drawing, carpentry and smithing. Three of the lads were natives of the Sibsagar district, one was a Garo and one was a native of Bengal (Krishnanagar).

3. *Tezpur-Balipara Railway Workshop.*—Six apprentices were under training during the year. This number included the two new admissions, both of which left the workshop very shortly after joining. One lad completed his training during the year and was passed by the Executive Engineer. Three lads are learning carpentry and are being trained as fitters. They are reported to be making very good progress. All the lads belong to the Darrang district.

4. *Public Works Department Workshop, Shillong.*—There was no apprentice under training during the year.

5. *Dibru-Sadiya Railway Workshop.*—The total number of apprentices under training during the year was 7, of whom 2 were new admissions. Four lads completed their course satisfactorily and passed out during the year. Four of the lads belong to the Dibrugarh district and 3 to the Sibsagar district.

6. *Private craftsman* (1)—*Silchar.*—There was only one apprentice under training during the year under report. The lad is being trained in carpentry and drawing. He is reported to be a willing worker and to have made fair progress. The Executive Engineer suggests that these apprentices should in future be trained in the Public Works Department Workshop.

(2) *Gauhati.*—No apprentice was under training during the year under report.

7. Statement of Expenditure.

Name.	Stipends.	Allowance paid to Drawing Master.	Bonus.	Supervision.	Total.
1	2	3	4	5	6
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Jorhat State Railway	218 1 3	313 3 7	...	...	531 4 10
Tezpur-Balipara Railway ...	282 5 1	83 3 10	125 0 0	27 9 10	518 2 9
Dibru-Sadiya Railway	478 8 4	132 0 0	...	...	610 8 4
Silchar	64 4 11	22 7 6	...	...	86 12 5
Public Works Department Workshop, Shillong	...	...	...	...	...
Gauhati	...	...	...	...	...
Total ...	1,043 3 7	550 14 11	125 0 0	27 9 10	1,746 12 4

8. Statement showing the distribution of apprentices under training during the year ending 31st March 1915.

Name of workshop.	No. of apprentices under training.	Nationality.	
Jorhat State Railway	5	Assamese ...	3
		Garos ...	1
		Bengali ...	1
Tezpur-Balipara Railway ...	6	Assamese.	
Dibru-Sadiya Railway ...	7	Assamese.	
Silchar	1	Nath (native of Cachar).	
Public Works Department Workshop, Shillong.	...	...	
Gauhati	...	...	
Total ...	19		

STATEMENTS.

Abstract Return of Colleges, Schools and Scholars in Assam

[For details, *see*

Area and population.			
Total area, in square miles.	Number of towns and villages.	Population.	—
1	2	3	4
53,015 ...	Towns ... 20 Villages ... 27,875 Total ... 27,895	Males ... 3,467,621 Females... 3,246,014 Total ... 6,713,635	Institutions { For males ,, females Total ... Scholars ... { Males... Females Total ...

NOTE.—For purposes of columns 1, 2 and 3 the statistics of the last

RAL TABLE I.

at the end of the year 1914-1915.

General Table III.]

Public Institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
Collegiate Education.		School Education, General.		School Education, Special.		Total of public institutions.					
Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary and others.			
5	6	7	8	9	10	11	12	13	14	15	16
2	1	204	3,926	9	128	4,270	16	160	4,446	Institutions to number of towns and villages. 15·93	
...	...	18	345	2	...	365	...	11	376	Institutions to number of towns and villages. 1·35	
2	1	222	4,271	11	128	4,635	16	171	4,822	17·29	
550	12	31,918	162,291	379	4,741	199,891	583	5,865	206,339	Male scholars to male population of school-going age. 39·67	
1	...	2,126	24,587	14	33	26,761	20	763	27,544	Female scholars to female population of school-going age. 5·66	
5½	12	34,044	186,878	393	4,774	226,652	603	6,628	233,883	23·22	

Census should be utilised.

Abstract Return of Expenditure on Public Instruction

	Total Direct Expenditure on Public Instruction.§					
	Collegiate Education.		School Education, General.		School Education, Special.	
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For males	1,17,354	8,876	5,13,371	6,43,464	39,194	72,803
„ females	...	...	53,071	60,545	870	...
Total ...	1,17,354	8,876	5,66,442	7,04,009	40,064	72,803
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·23	·64	12·94	4·56	2·86	4·1
(*b*) Percentages* of District or Local Fund Expenditure included in columns 2—17 to Total District or Local Fund Expenditure on Public Instruction ...	...	...	8·08	68·65	·36	·06
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	...	...	14·78	30·67	·14	·96
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4·42	·33	21·34	26·52	1·5	2·74
3. Average annual cost† of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government institutions. Cost to Provincial Revenues ...	164 2 0	611 8 7	12 14 2	4 1 1	116 4 3	120 9 5
Government institutions. Cost to District or Local and Municipal Funds.	...	...	...	...	10 6 4	...
Government institutions. Total cost ...	216 1 11	682 12 3	26 6 3	4 2 7	126 10 7	137 12 7
District or Local Fund schools.‡ Cost to Provincial Revenues ...	...	...	...	0 0 4	...	...
District or Local Fund schools.‡ Cost to District or Local Funds	...	...	6 15 2	3 12 1	...	21 12 4
District or Local Fund schools.‡ Total cost ...	...	...	11 4 10	3 12 7	...	21 12 4
Municipal schools.‡ Cost to Provincial Revenues ...	...	...	...	...	...	...
Municipal schools.‡ Cost to Municipal Funds	...	...	5 14 11	5 4 2	...	...
Municipal schools.‡ Total cost ...	...	...	6 2 3	5 4 2	...	...
Aided institutions... Cost to Provincial Revenues ...	...	...	2 9 1	2 4 4	37 3 2	3 15 2
Aided institutions... Cost to District or Local and Municipal Funds.	...	...	3 2 8	0 7 3	...	0 2 11
Aided institutions... Total cost ...	...	...	15 5 4	7 6 7	63 0 0	8 5 4
Unaided institutions—Total cost	...	...	17 5 1	1 13 9	...	3 1 10
All institutions ... Cost to Provincial Revenues ...	164 2 0	611 8 7	5 3 1	0 5 3	99 8 3	11 5 1
All institutions ... Cost to District or Local and Municipal Funds.	...	...	2 4 3	3 3 5	8 3 1	0 3 3
All institutions ... Total cost ...	216 1 11	682 12 3	18 7 2	4 1 9	113 2 10	16 4 3

RAL TABLE II.

in Assam for the year 1914-1915.

	Total Indirect Expenditure on Public Instruction.§								
Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
13,95,062 1,14,486	...	51,383	1,76,751	76,359	5,78,301	76,032	1,85,863	11,44,689	26,54,237
15,09,548	...	51,383	1,76,751	76,359	5,78,301	76,032	1,85,863	11,44,689	26,54,237
32·35	...	4·17	14·34	4·36	33·87	3·37	7·51	67·65	100%
77·15	...	...	...	1·95	15·13	3·24	2·52	22·85	100%
46·55	...	...	...	3·04	41·52	5·27	3·57	53·45	100%
56·87	...	1·94	6·66	2·88	21·79	2·86	·7	43·13	100%

Rs. a. p.
21 15 5
0 3 4
34 0 7
0 0 4
3 13 5
3 15 7
...
5 6 4
5 7 1
2 9 4
1 8 0
10 11 5
6 10 5
1 14 9
3 0 1
7 4 6

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in District or Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
Collegiate Education — English	2	551	543	484	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for professional training— Law	1	12	13	11	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	563	556	495	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School Education, General. — For Boys— High Schools .. English ..	18	7,592	6,890	6,074	...	...	...	...	...	...	...	...	6	2,395	2,206	1,774
Middle Schools .. English ..	4	438	461	372	13	1,746	1,667	1,275	..	...	..	...	74	8,483	7,906	6,470
Middle Schools .. Vernacular ..	16	2,209	1,942	1,565	25	2,914	2,465	1,920	..	...	..	..	22	2,200	1,787	1,541
Total for Boys' Schools ..	38	10,239	9,293	8,011	38	4,660	4,132	3,195	..	..	...	...	102	13,078	11,899	9,785
For Girls— High Schools .. English ..	...	...	...	...	...	...	..	...	...	..	..	...	2	499	481	340
Middle Schools .. English ..	5	433	402	298	...	...	..	...	...	..	..	...	4	338	321	243
Middle Schools .. Vernacular ..	1	85	74	45	...	..	..	...	...	..	..	...	5	551	402	372
Total for Girls' Schools ..	6	518	476	343	..	..	..	..	...	..	..	..	11	1,388	1,204	955
Grand total Secondary Schools for Boys and Girls.	44	10,757	9,769	8,354	38	4,660	4,132	3,195	...	...	..	..	113	14,466	13,103	10,740
Primary Schools.																
For boys .. Upper Primary ..	2	115	95	93	32	3,370	2,951	2,295	..	..	..	..	30	1,990	1,851	1,535
For boys .. Lower ,, ..	97	3,767	2,974	2,695	2,888	144,248	131,945	99,662	..	...	...	...	698	15,869	15,810	11,653
Total Primary Schools for Boys	99	3,882	3,069	2,788	2,920	147,618	134,896	101,957	..	...	...	...	728	17,850	17,161	13,188
For Girls .. Primary	2	88	83	60	273	8,985	8,395	5,895	..	..	..	..	15	684	692	493
Total Primary Schools for Girls	2	88	83	60	273	8,985	8,395	5,895	..	..	..	..	15	684	692	493
Grand total Primary Schools for Boys and Girls.	101	3,970	3,152	2,848	3,193	156,603	143,291	107,852	..	...	..	..	743	18,534	17,853	13,681
Schools for Special Instructions.																
School Education, Special. — Training Schools— (a) For Masters	7	307	279	249	...	...	...	...	...	...	...	...	2	74	66	46
(b) For Mistresses	...	...	...	...	...	...	...	...	..	...	...	...	2	12	9	8
Law Schools	..	..	..	..	...	...	...	...	...	...	...	...	...	...	...	..
Medical Schools	1	147	149	113	...	...	...	...	...	...	...	...	...	...	...	..
Engineering or Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Industrial Schools for Boys ..	5	36	36	32	1	25	22	20	...	...	...	...	1	8	8	8
Other Schools — Madrassas ..	1	161	159	125	..	...	...	...	...	...	...	..	26	1,989	1,857	1,440
Other Schools — Miscellaneous Schools (Tols).	...	...	...	...	...	...	..	..	..	...	...	..	23	443	458	372
Total ..	14	651	623	519	1	25	22	20	..	...	...	..	54	2,526	2,398	1,874
Total of Colleges and Schools of Public Instruction.	162	15,941	14,100	12,216	3,232	161,288	147,445	111,067	..	...	...	..	910	35,526	33,354	26,295

Private institutions' ... ..

1. Advanced, teaching—
   (a) Arabic or Persian .. ..
   (b) Sanskrit .. ..
2. Elementary, teaching a Vernacular only or mainly .. .. For boys ... ...
   ,, girls ... ...
3. Elementary, teaching the Koran .. .. .. For boys ... ...
   ,, girls .. ...
4. Other schools, not conforming to Departmental standards .. For boys .. ...
   ,, girls .. ..

Total ... ..

Grand Total for 1914-1915 ... ..

RAL TABLE III.

Assam for the official year 1914-1915.

management.						Number of Scholars on the 31st March learning—											Classification of scholars on 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24(a)	24(b)	24	25(a)	25(b)	25	26(a)	26(b)	26	27	28	29	30	31	32	33	34
...	...	...	...	2	551	533	1	534	340	..	340	533	1	534	1	...	464	84	...	1	2	
..	..	..	..	1	12	12	..	12	..	..	..	..	...	..	...	..	11	1	..	..	..	
...	...	...	...	3	563	545	1	546	340	..	340	533	1	534	1	...	475	85	..	1	2	
6	2,171	1,966	1,649	30	12,158	12,158	...	12,158	5,326	...	5,326	12,158	...	12,158	...	..	9,429	2,347	3	143	236	
19	1,802	1,574	1,270	110	12,469	10,824	97	10,921	131	...	131	12,308	161	12,469	161	..	8,401	2,389	5	941	733	
1	62	60	51	64	7,385	...	...	...	...	..	...	7,310	75	7,385	75	..	5,546	1,231	..	21	587	
26	4,035	3,600	2,970	204	32,012	22,982	97	23,079	5,457	...	5,457	31,776	236	32,012	236	..	23,376	5,967	8	1,105	1,556	
...	...	...	...	2	499	17	280	297	..	5	5	65	434	499	..	65	151	1	9	273	65	
1	126	100	72	10	897	42	402	444	...	...	...	3	781	784	..	45	634	86	111	11	5	
...	...	...	...	6	636	...	...	...	..	..	..	32	604	636	..	32	380	92	6	143	15	
1	126	100	72	18	2,032	59	682	741	...	5	5	100	1,819	1,919	..	142	1,215	179	126	427	85	
27	4,161	3,700	3,042	222	34,044	23,041	779	23,820	5,457	5	5,462	31,876	2,055	33,931	236	142	24,591	6,146	134	1,532	1,641	
1	43	36	36	65	5,518	160	19	179	...	...	...	5,043	475	5,518	475	..	3,265	752	...	1,062	439	
178	6,021	5,338	4,483	3,861	169,896	314	85	399	588	66	654	156,794	12,976	169,770	12,976	..	99,710	40,090	1	9,413	20,682	
179	6,064	5,374	4,519	3,926	175,414	474	164	578	588	66	654	161,837	13,451	175,288	13,451	..	102,975	40,842	1	10,475	21,121	
55	1,707	1,547	1,160	345	11,464	13	77	90	...	...	...	328	11,136	11,464	..	328	8,750	1,896	2	504	312	
55	1,707	1,547	1,160	345	11,464	13	77	90	...	...	...	328	11,136	11,464	...	328	8,750	1,896	2	504	312	
234	7,771	6,921	5,679	4,271	186,878	487	181	668	588	66	654	162,165	24,587	186,752	13,451	328	111,725	42,738	3	10,979	21,433	
...	...	...	...	9	381	119	2	121	53	...	53	360	1	361	2	...	213	23	...	84	6	
...	...	...	...	2	12	...	...	...	...	...	...	...	12	12	..	...	7	1	..	4	..	
1	17	17	10	1	17	17	...	17	..	...	...	...	..	..	..	...	14	3	..	..	..	
...	...	...	...	1	147	147	...	147	...	...	...	...	...	...	...	...	107	22	...	14	4	
..	...	...	..	...	...	...	...	...	..	...	...	...	..	...	..	..	...	...	..	..	...	
..	...	...	...	7	69	23	...	23	..	..	...	39	12	51	12	..	15	4	..	19	31	
12	969	834	664	39	3,059	124	...	124	2,898	19	2,917	2,410	18	2,428	19	..	6	3,053	..	..	...	
57	1,039	936	758	80	1,482	...	...	...	1,399	...	1,399	193	2	195	2	..	1,343	1	..	..	138	
70	1,965	1,787	1,432	139	5,167	430	2	432	4,350	19	4,369	3,002	45	3,047	35	..	1,705	3,107	...	1	234	
331	13,897	12,408	10,153	4,635	296,652	24,503	963	25,466	10,735	90	10,825	197,676	26,688	224,264	13,723	470	138,496	52,076	137	12,633	23,310	
	...	...	...	11	515	...	..	..	495	20	515	119	20	139	20	..	...	515	..	..	...	
	...	...	...	5	88	..	..	..	88	..	88	..	..	..	..	..	88	..	..	..	..	
	...	..	...	8	217	..	..	..	...	...	...	217	...	217	..	..	112	105	..	.	..	
	...	...	...	...	...	..	..	..	..	..	..	...	...	...	...	...	...	...	..	..	..	
	...	...	...	108	3,598	..	..	..	3,092	506	3,598	15	...	15	506	..	...	3,598	..	..	..	
	...	...	...	9	230	..	..	..	52	178	230	29	37	66	..	52	..	230	..	..	..	
	...	...	...	44	2,548	1,914	4	1,918	80	3	83	2,504	44	2,548	44	..	1,929	407	..	28	184	
	...	...	...	2	35	..	...	...	...	...	...	...	35	35	..	..	15	20	...	...	..	
	...	...	...	187	7,231	1,914	4	1,918	3,807	707	4,514	2,884	136	3,020	570	52	2,144	4,875	...	28	184	
	...	...	..	4,822	343,883	26,417	967	27,384	14,542	797	15,339	200,460	26,824	227,284	14,293	522	140,640	56,951	137	12,661	23,494	

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1915, classified according to Sex, Race, or Creed.

	Europeans and Eurasians.	Native Christians. *	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
Arts Colleges.									
English ... Male ...	...	1	120	343	84	...	...	2	550
Female ...	...	...	...	1	...	...	...	...	1
Oriental ... Male ...	...	...	...	...	...	...	..	...	...
Female ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law ... Male ...	...	...	5	6	1	...	...	...	12
Female ...	...	...	...	...	...	...	...	...	...
Medicine ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Engineering ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Teaching ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Agriculture ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Total	...	1	125	350	85	...	...	2	563
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Boys—									
High Schools Male ...	3	143	2,186	7,243	2,347	3	...	233	12,158
Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ... Male ...	5	798	1,668	6,727	2,389	...	...	721	12,308
Female ...	...	143	...	6	...	...	...	12	161
Vernacular Male ...	...	21	654	4,839	1,221	...	...	575	7,310
Female ...	...	...	6	47	10	...	...	12	75
For Girls—									
High Schools Male ...	3	40	2	8	...	...	...	12	65
Female ...	6	233	22	119	1	...	...	53	434
Middle Schools—									
English ... Male ...	42	...	...	3	...	...	...	...	45
Female ...	69	11	136	545	86	...	...	5	852

* Will include Aboriginal Christians.

EDUCATION—GENERAL TABLE IIIA—*continued.*

Number of Scholars on the 31st March 1915, *classified according to Sex, Race, or Creed*—continued.

—	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL —*concluded.*									
Secondary Schools—concluded.									
For Girls—*concluded*— Middle Schools—*concluded*—									
Vernacular ... Male ...	...	11	2	13	2	...	...	4	32
Vernacular ... Female ...	6	132	59	306	90	...	...	11	604
Total	134	1,532	4,735	19,856	6,146	3	...	1,638	34,044
Primary Schools.									
For Boys ... Male ...	1	7,074	8,495	88,098	39,638	57	...	18,600	161,963
For Boys ... Female ...	...	3,401	719	5,663	1,204	1	...	2,163	13,451
„ Girls ... Male ...	...	77	15	130	89	...	...	17	328
„ Girls ... Female ...	2	427	1,202	7,403	1,807	...	...	295	11,136
Total	3	10,979	10,431	101,294	42,738	58	...	21,375	186,878
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*									
Training Schools. Male ...	...	84	67	146	23	...	...	59	379
Training Schools. Female ...	...	4	...	7	1	...	...	2	14
Schools of Arts Male ...	...	...	...	...	...	...	...	...	...
Schools of Arts Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	2	12	3	...	...	...	17
Law Schools ... Female ...	...	...	...	...	...	...	...	...	...
Medical Schools Male ...	...	14	20	87	22	...	...	4	147
Medical Schools Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools. Male ...	...	19	...	15	4	...	...	19	57
Industrial Schools. Female ...	...	...	...	...	...	...	...	12	12
Commercial Schools. Male ...	...	...	...	...	...	...	...	...	..
Commercial Schools. Female ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male ...	...	...	...	...	...	...	...	...	...
Agricultural Schools. Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasahs Male ...	...	...	...	6	3,034	...	...	...	3,040
Other Schools. Madrasahs Female ...	...	...	...	...	19	...	...	...	19
Other Schools. Miscellaneous (Tols). Male ...	...	...	1,326	17	1	...	...	136	1,480
Other Schools. Miscellaneous (Tols). Female ...	...	...	...	...	...	...	...	2	2
Total	...	121	1,415	290	3,107	...	...	234	5,167
Total of Colleges and Schools of Public Instruction ...	137	12,633	16,706	121,790	52,076	61	...	23,249	226,652

EDUCATION—GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31*st March* 1915, *classified according to Sex, Race, or Creed*—concluded.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced, teaching—									
(*a*) Arabic or Persian. Male	...	...	...	...	495	...	...	...	495
(*a*) Arabic or Persian. Female	...	...	...	...	20	...	...	...	20
(*b*) Sanskrit ... Male	...	...	88	...	...	...	...	...	88
(*b*) Sanskrit ... Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic. Female	...	...	...	...	...	...	...	...	...
2. Elementary, teaching a Vernacular only or mainly—									
For boys ... Male	...	...	...	112	105	...	...	...	217
For boys ... Female	...	...	...	...	...	...	...	...	...
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	...	...	...	...	...	...	...
3. Elementary, teaching— The Koran only—									
For boys ... Male	...	...	...	...	3,092	...	...	...	3,092
For boys ... Female	...	...	...	...	506	...	...	...	506
For girls ... Male	...	...	...	...	52	...	...	...	52
For girls ... Female	...	...	...	...	178	...	...	...	178
4. Other schools not conforming to Departmental Standards—									
For boys ... Male	...	23	350	1,552	396	...	...	183	2,504
For boys ... Female	...	5	...	27	11	...	...	1	44
For girls ... Male	...	...	...	...	...	...	...	...	...
For girls ... Female	...	...	...	15	20	...	...	...	35
Total of Private Institutions ...	...	28	438	1,706	4,875	...	...	184	7,231
Grand Total	137	12,661	17,144	123,496	56,951	61	...	23,433	233,883

GENERAL TABLE No. IV.

EDUCATION—GENERAL

Return of Expenditure on Public Instruction

Objects of expenditure.	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mulsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges.							
Collegiate Education ... Arts Colleges	89,120	...	...	28,234	...	...	1,17,354
Collegiate Education ... Colleges for Professional Training.—							
Law College	7,950	...	...	926	...	...	8,876
Total	97,070	...	...	29,160	...	...	1,26,230
Secondary Schools.							
School Education, General. For Boys— High Schools ... ... English	84,349	...	...	1,20,221	...	572	2,05,142
Middle Schools ... ... English ...	6,359	...	...	2,631	...	2	8,992
Middle Schools ... ... Vernacular ...	19,828	...	...	212	29	...	20,069
Total for Secondary Schools for boys	1,10,536	...	...	1,23,064	29	574	2,34,203
For Girls— High Schools ... ... English	...	...	...	...	...	...	...
Middle Schools ... ... English	12,903	...	...	8,066	...	...	20,969
Middle Schools ... ... Vernacular ...	2,419	...	...	58	154	...	2,631
Total for Secondary Schools for girls	15,322	...	...	8,124	154	...	23,600
Total for Secondary Schools both for boys and girls ...	1,25,858	...	...	1,31,188	183	574	2,57,803
Primary Schools.							
For Boys ... Upper Primary	253	...	...	...	300	...	553
For Boys ... Lower ,, ...	11,418	...	...	...	...	...	11,418
Total for Primary Schools for boys	11,671	...	...	...	300	...	11,971
Girls' Primary Schools	1,145	...	...	...	...	...	1,145
Total for Primary Schools for girls	1,145	...	...	...	...	...	1,145
Total Primary Schools for boys and girls	12,816	...	...	...	300	...	13,116
Schools for Special Instructions.							
Training Schools for— (a) Masters	32,438	2,839	62	...	...	...	35,339
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	33,251	...	...	1,998	...	...	35,249
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	2,778	...	...	...	...	2,814	5,592
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools Madrassas	5,454	...	...	1,104	...	...	6,558
Other Schools Miscellaneous Schools (Tols) ...	...	...	...	...	...	...	...
Total	73,921	2,839	62	3,102	...	2,814	82,738
Total of Direct Expenditure	3,09,665	2,839	62	1,63,450	483	3,388	4,79,887
INDIRECT EXPENDITURE.							
Buildings	3,51,557	...	...	...	...	...	3,51,557
Furniture and apparatus (special grants only)	30,403	...	...	...	33	...	30,436
Total	3,81,960	...	...	...	33	...	3,81,993
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in Arts Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in Professional Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in Secondary Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in Primary ,, ...	...	...	...	...	...	...	...
Scholarships or Stipends held in Medical ,, ...	...	...	...	...	...	...	...
Scholarships or Stipends held in Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships or Stipends held in Other Special Schools	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols ...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	3,81,960	...	...	...	33	...	3,81,993
Total Expenditure on Public Instruction in 1914-1915...	6,91,625	2,839	62	1,63,450	516	3,388	8,61,880

TABLE IV,

in Assam for the official year 1914-1915.

Public Instructions.

Under public management.

Managed by District or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' Revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	11,079	42	15,224	51	...	26,396	...	...	...	...	...	...	...
...	13,565	3,433	127	111	44	17,280	...	...	...	...	...	...	...
...	24,644	3,475	15,351	162	44	43,676	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	24,644	3,475	15,351	162	44	43,676	...	...	...	...	...	...	...
...	12,816	1,243	...	70	...	14,129	...	...	...	...	...	...	...
2,853	4,70,015	8,670	...	511	36	4,82,085	...	...	...	...	...	...	...
2,853	4,82,831	9,913	...	581	36	4,96,214	...	...	...	...	...	...	...
15	46,548	2,531	...	389	...	49,483	...	...	...	...	...	...	...
15	46,548	2,531	...	389	...	49,483	...	...	...	...	...	...	...
2,868	5,29,379	12,444	...	970	36	5,45,697	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	479	...	...	...	...	479	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	479	...	...	...	...	479	...	...	...	...	...	...	...
2,868	5,54,502	15,919	15,351	1,132	60	5,89,852	...	...	...	...	...	...	...
5,552	1,14,398	18,125	...	7,040	770	1,45,885	...	...	...	...	...	...	...
526	24,759	2,310	50	...	114	27,759	...	...	...	...	...	...	...
6,078	1,39,157	20,435	50	7,040	884	1,73,644	...	...	...	...	...	...	...
...	...	...	...	...	...	...

Return of Expenditure on Public Instruction

Objects of expenditure.	Public instructions—*concld.*						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.							
Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — Arts Colleges	...	...	...	...	...	...	...
Colleges for Professional Training—							
Law College	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
School Education, General — For Boys— High Schools — English	12,703	...	...	35,946	154	126	48,909
Middle Schools — English	8,256	25,279	1,080	64,773	6,431	7,125	1,12,944
Middle Schools — Vernacular	685	10,457	...	51	2,033	43	13,269
Total for Secondary Schools for boys	21,644	35,736	1,080	1,00,770	8,598	7,294	1,75,122
For Girls— High Schools — English	3,960	...	...	206	...	2,240	6,406
Middle Schools — English	4,425	1,440	985	3,421	405	35	10,711
Middle Schools — Vernacular	3,625	1,320	937	...	2,254	518	8,654
Total for Secondary Schools for girls	12,010	2,760	1,922	3,627	2,659	2,793	25,771
Total for Secondary Schools both for boys and girls	33,654	38,496	3,002	1,04,397	11,257	10,087	2,00,893
Primary Schools.							
For Boys — Upper Primary	4,317	5,708	...	...	1,452	2,100	13,577
For Boys — Lower	34,222	704	638	221	3,942	71,519	1,11,246
Total for Primary Schools for boys	38,539	6,412	638	221	5,394	73,619	1,24,823
Girls' Primary Schools	2,021	641	360	240	1,267	2,974	7,503
Total for Primary Schools for girls	2,021	641	360	240	1,267	2,974	7,503
Total for Primary Schools for boys and girls	40,560	7,053	998	461	6,661	76,593	1,32,326
Schools for Special Instructions.							
Training Schools for—							
(a) Masters	1,020	...	...	...	1,935	...	3,855
(b) Mistresses	870	...	...	...	...	...	870
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	600	...	...	...	...	...	600
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrassas	5,718	...	180	569	4,263	1,318	12,048
Other Schools — Miscellaneous Schools (Tols)	2,856	...	240	...	3,611	...	6,707
Total	11,964	...	420	569	9,809	1,318	24,080
Total of Direct Expenditure	86,178	45,549	4,420	1,05,427	27,727	87,998	3,57,299
INDIRECT EXPENDITURE.							
Buildings	57,963	3,845	72	375	5,147	5,441	71,943
Furniture and apparatus (special grants only)	10,478	529	...	859	1,978	497	14,341
Total	67,541	4,374	72	1,234	7,125	5,938	86,284
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Scholarships or Stipends held in — Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary	...	...	...	...	...	...	...
Medical	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Total Charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	67,541	4,374	72	1,234	7,125	5,938	86,284
Total Expenditure on Public Instruction in 1914-1915	1,53,719	49,923	4,492	1,06,661	34,852	93,936	4,43,583

TABLE IV—*concld.*

in Assam for the official year 1914-1915—concld.

management.				Total expenditure from								Remarks.
Unaided.								All other sources.				
									Public.			
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Muhsin Fund.	Private.	Native States Revenues.	Imperial contributions.	Grand total.	
30	31	32	33	34	35	36	37	38	39	39a	40	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	89,120	...	...	28,234	...	...	...	1,17,354	
...	...	...	...	7,950	...	...	926	...	...	...	8,876	
...	...	..	...	97,070	...	...	29,160	...	...	...	1,26,230	
29,208	8,330	997	38,535	97,052	...	...	1,85,375	10,159	...	...	2,92,586	
9,565	3,784	8,486	21,835	14,615	36,358	1,122	92,193	25,879	...	...	1,70,167	
...	...	...	...	20,513	24,022	3,433	390	2,260	...	...	50,618	
38,773	12,114	9,483	60,370	1,32,180	60,380	4,555	2,77,958	38,298	...	...	5,13,371	
...	...	...	...	3,960	...	...	206	2,240	...	...	6,406	
...	...	3,700	3,700	17,328	1,440	985	11,487	4,140	...	...	35,380	
...	...	...	...	6,044	1,320	937	58	2,926	...	...	11,285	
...	...	3,700	3,700	27,332	2,760	1,922	11,751	9,306	...	...	53,071	
38,773	12,114	13,183	64,070	1,59,512	63,140	6,477	2,89,709	47,604	...	...	5,66,442	
...	444	...	444	4,570	18,524	1,243	...	4,366	...	...	28,703	
132	2,862	7,018	10,012	48,493	4,70,719	9,308	353	85,888	...	...	6,14,761	
132	3,306	7,018	10,456	53,063	4,89,243	10,551	353	90,254	...	...	6,43,464	
...	544	1,870	2,414	3,181	47,189	2,891	240	7,044	...	...	60,545	
...	544	1,870	2,414	3,181	47,189	2,891	240	7,044	...	...	60,545	
132	3,850	8,888	12,870	56,244	5,36,432	13,442	593	97,298	...	...	7,04,009	
...	...	...	...	34,358	2,839	62	...	1,935	...	...	39,194	
...	...	...	...	870	...	...	...	...	...	...	870	
...	...	...	...	...	...	...	...	...	...	...	...	
850	...	...	850	...	...	...	850	...	...	...	850	
...	...	...	...	33,251	...	...	1,998	...	...	...	35,249	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3,378	479	...	...	2,814	...	...	6,671	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
199	689	2,651	3,539	11,172	...	180	1,872	8,921	...	...	22,145	
...	1,181	...	1,181	2,856	...	240	...	4,792	...	...	7,888	
1,049	1,870	2,651	5,570	85,835	3,318	482	4,720	16,462	...	...	1,12,867	
39,954	17,834	24,722	82,510	3,98,711	6,02,890	20,401	3,24,182	1,63,364	...	...	15,09,548	
562	773	7,581*	8,916	4,17,482	1,18,243	18,197	937	23,442	...	...	5,78,301	
320	676	2,500†	3,496	41,882	25,288	2,310	1,229	5,323	...	...	76,032	
882	1,449	10,081	12,412	4,59,364	1,43,531	20,507	2,166	28,765	...	...	6,54,333	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	51,383	...	...	...	...	...	...	51,383	
...	...	...	...	1,76,751	...	...	...	...	...	...	1,76,751	
...	...	...	...	26,360	...	...	...	310	...	...	26,670	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	14,151	14,645	1,354	673	2,891	...	..	33,714	
...	...	...	...	2,874	173	...	...	2,110	...	...	5,157	
...	...	...	...	7,798	...	...	...	...	...	...	7,798	
...	...	...	...	928	416	...	...	...	...	...	1,344	
...	...	...	...	1,656	20	...	...	...	...	...	1,676	
...	...	...	...	53,767	15,254	1,354	673	5,311	...	...	76,359	
...	...	...	...	40,162	590	...	47,261	19,115	...	...	1,07,128	
...	...	...	...	549	880	...	...	828	...	...	2,257	
...	...	...	...	4,619	2,039	2	7	...	...	...	6,667	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	47,287	16,197	1,561	1,084	3,682	...	...	69,811	
...	...	...	...	92,617	19,706	1,563	48,352	23,625	...	...	1,85,863	
882	1,449	10,081	12,412	8,33,882	1,78,491	23,424	51,191	57,701	...	...	11,44,689	
40,836	19,283	34,803	94,922	12,32,593	7,81,381	43,825	3,75,373	2,21,065	...	...	26,54,237	

* (*a*) Includes Provincial contribution of Rs. 1,672 towards Chaukhuty Middle English School.
(*b*) Includes Provincial contribution of—
(1) Rs. 250 towards Mission Girls' Middle English School at North Sylhet.
(2) Rs. 588 towards Roman Catholic Mission Lower Primary School at North Sylhet.
(3) Rs. 800 towards Mission Girls' School at Karimganj.

† (*a*) Includes Provincial contribution of Rs. 75 towards Kamakhya Girls' School and Rs. 200 towards Jorhat Mission School for boys.
(*b*) Includes Provincial contribution of Rs. 200 towards Mission Girls' School at Karimganj.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular.*)								
Government ... English	22	8,030	3,659	...	3,659	2,034	...	2,034
Government ... Vernacular	16	2,209	...	...	...	516	1	517
District or Local Fund ... English	13	1,746	...	...	...	391	...	391
District or Local Fund ... Vernacular	21	2,257	...	...	...	380	1	381
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	4	657	...	...	...	10	...	10
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	80	10,878	749	...	749	3,214	25	3,239
Aided ... Vernacular	22	2,200	...	...	...	243	2	245
Unaided ... English	25	3,973	962	...	962	1,020	15	1,035
Unaided ... Vernacular	1	62	...	...	...	9	...	9
Total ...	204	32,012	5,370	...	5,370	7,817	44	7,861
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)								
Government ... English	5	433	...	1	1	...	39	39
Government ... Vernacular	1	85	...	...	...	...	2	2
District or Local Fund ... English	...	...	...	...	...	...	...	...
District or Local Fund ... Vernacular	...	...	...	...	...	...	...	...
Municipal ... English	...	...	...	...	...	...	...	...
Municipal ... Vernacular	...	...	...	...	...	...	...	...
Native States ... English	...	...	...	...	...	...	...	...
Native States ... Vernacular	...	...	...	...	...	...	...	...
Aided ... English	6	837	...	45	45	...	111	111
Aided ... Vernacular	5	551	...	...	...	...	31	31
Unaided ... English	1	126	...	...	...	...	2	2
Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total ...	18	2,032	...	46	46	...	185	185
Total Secondary Schools for boys and girls	222	34,044	5,370	46	5,416	7,817	229	8,046
Total Primary Schools from General Table V(B)	4,271	186,878	...	...	...	39	19	58
Grand total for 1914-1915	4,493	220,922	5,370	46	5,416	7,856	248	8,104

TABLE V(A).

Education in Assam at the end of the year 1914-1915.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,240	...	1,240	1,073	4	1,077	20	...	20	8,026	4	8,030
423	1	424	851	1	852	413	3	416	2,203	6	2,209
468	2	470	872	3	875	10	...	10	1,741	5	1,746
417	1	418	927	3	930	505	23	528	2,229	28	2,257
...	...	...	...	...	...	...	...	...	...	...	...
20	...	20	424	...	424	203	...	203	657	...	657
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,854	10	2,864	3,738	12	3,750	268	8	276	10,823	55	10,878
337	4	341	1,014	16	1,030	565	19	584	2,159	41	2,200
786	15	801	987	43	1,030	121	24	145	3,876	97	3,973
12	...	12	18	...	18	23	...	23	62	...	62
6,557	33	6,590	9,904	82	9,986	2,128	77	2,205	31,776	236	32,012
...	67	67	22	201	223	...	103	103	22	411	433
...	10	10	...	48	48	...	25	25	...	85	85
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3	93	96	43	318	361	39	185	224	85	752	837
...	33	33	14	249	263	18	206	224	32	519	551
...	10	10	...	81	81	3	30	33	3	123	126
...	...	...	...	...	...	...	...	...	...	...	...
3	213	216	79	897	976	60	549	609	142	1,890	2,032
6,560	246	6,806	9,983	979	10,962	2,188	626	2,814	31,918	2,126	34,044
757	109	866	95,261	9,144	104,405	66,224	15,315	81,539	162,291	24,587	186,878
7,317	355	7,672	105,244	10,123	115,367	68,412	15,941	84,353	194,209	26,713	220,922

Return of the stages of Instruction of Pupils in Public Schools for Primary Educa

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
PRIMARY SCHOOLS.								
For Boys.								
Upper Primary. Government	2	115	...	...	...	...	...	...
Upper Primary. District or Local Fund	30	3,131	...	...	...	20	1	21
Upper Primary. Municipal	2	239	...	...	...	...	...	...
Upper Primary. Native States	...	...	...	...	...	...	...	...
Upper Primary. Aided	30	1,990	...	...	...	15	...	15
Upper Primary. Unaided	1	43	...	...	...	...	...	...
Lower Primary. Government	97	3,767	...	...	...	...	...	...
Lower Primary. District or Local Fund	2,871	142,251	...	...	...	4	1	5
Lower Primary. Municipal	17	1,997	...	...	...	...	...	...
Lower Primary. Native States	...	...	...	...	...	...	...	...
Lower Primary. Aided	698	15,860	...	...	...	...	...	...
Lower Primary. Unaided	178	6,021	...	...	...	...	...	...
Total	3,926	175,414	...	...	...	39	2	41
For Girls.								
Primary ... Government	2	88	...	...	...	...	...	...
Primary ... District or Local Fund	265	8,625	...	...	...	...	16	16
Primary ... Municipal	8	360	...	...	...	...	...	...
Primary ... Native States	...	...	...	...	...	...	...	...
Primary ... Aided	15	684	...	...	...	...	1	1
Primary ... Unaided	55	1,707	...	...	...	...	...	...
Total	345	11,464	...	...	...	...	17	17
Total Primary Schools	4,271	186,878	...	...	...	39	19	58
Grand total	4,493	220,922	5,370	46	5,416	7,856	248	8,104

TABLE V(B).

tion in Assam at the end of the year 1914-1915.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
49	3	52	23	14	37	19	7	26	91	24	115
281	9	290	1,585	45	1,630	1,065	125	1,190	2,951	180	3,131
10	...	10	175	...	175	54	...	54	239	...	239
...	...	...	...	...	...	...	...	...	...	...	...
360	35	395	847	135	982	500	98	598	1,722	268	1,990
2	...	2	14	3	17	24	...	24	40	3	43
...	...	...	1,555	237	1,792	1,432	543	1,975	2,987	780	3,767
55	10	65	80,780	2,539	83,319	54,085	4,777	58,862	134,924	7,327	142,251
...	...	...	1,279	1	1,280	712	5	717	1,991	6	1,997
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	6,859	1,946	8,805	4,714	2,341	7,055	11,573	4,287	15,860
...	...	...	2,056	135	2,191	3,389	441	3,830	5,445	576	6,021
757	57	814	95,173	5,055	100,228	65,994	8,337	74,331	161,963	13,451	175,414
...	1	1	...	52	52	...	35	35	...	88	88
...	38	38	53	3,268	3,321	125	5,115	5,240	188	8,437	8,625
...	3	3	...	138	138	...	219	219	...	360	360
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	33	294	327	55	297	352	88	596	684
...	6	6	2	337	339	50	1,312	1,362	52	1,655	1,707
...	52	52	88	4,089	4,177	230	6,978	7,208	328	11,136	11,464
757	109	866	95,261	9,144	104,405	66,224	15,315	81,539	162,291	24,587	186,878
7,317	355	7,672	105,244	10,123	115,367	68,412	15,941	84,353	194,209	26,713	220,922

Return showing the results of prescribed examination

Description of examinations and the class of schools competing for them.	Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9
RESULT AT THE—								
M. A. Examination — Government College	*Nil*							
M. A. Examination — Aided								
M. A. Examination — Other								
M. A. Examination — Total	...	...	...	...	...	...	...	...
M. Sc. Examination — Government College	*Nil*							
M. Sc. Examination — Aided								
M. Sc. Examination — Other								
M. Sc. Examination — Total	...	...	...	...	...	...	...	...
B. A. Examination — Government College	1	...	1	...	38	...	21	...
B. A. Examination — Aided	...	...	...	...	...	...	...	...
B. A. Examination — Other	...	...	...	...	...	...	...	...
B. A. Examination — Total	1	...	1	...	38	...	21	...
B. Sc. Examination — Government College	1	...	1	...	7	...	6	...
B. Sc. Examination — Aided	...	...	...	...	...	...	...	...
B. Sc. Examination — Other	...	...	...	...	...	...	...	...
B. Sc. Examination — Total	1	...	1	...	7	...	6	...
Intermediate Examination in Arts — Government College	2	...	2	...	143	1	83	...
Intermediate Examination in Arts — Aided	...	...	...	...	...	...	...	...
Intermediate Examination in Arts — Other	...	...	...	...	...	...	...	...
Intermediate Examination in Arts — Total	2	...	2	...	143	1	83	...
Intermediate Examination in Science. — Government College	2	...	2	...	33	...	31	...
Intermediate Examination in Science. — Aided	...	...	...	...	...	...	...	...
Intermediate Examination in Science. — Other	...	...	...	...	...	...	...	...
Intermediate Examination in Science. — Total	2	...	2	...	33	...	31	...
B. L. Examination — Government College	...	...	...	...	...	...	...	...
B. L. Examination — Aided	...	...	...	...	...	...	...	...
B. L. Examination — Other	...	...	...	...	...	...	...	...
B. L. Examination — Total	...	...	...	...	...	...	...	...
Bachelor of Teaching Examination— Government College	...	...	...	...	...	...	...	...
Licentiate in Teaching Examination— Ditto	...	...	...	...	...	...	...	...
Matriculation Examination. — Of High Schools, Madrasahs and other special schools. — Government	17	...	17	...	329	...	241	...
Matriculation Examination. — Of High Schools, Madrasahs and other special schools. — Aided	5	1	5	1	69	2	35	1
Matriculation Examination. — Of High Schools, Madrasahs and other special schools. — Other	6	...	6	...	77	...	37	...
Matriculation Examination. — Total	28	1	28	1	475	2	313	1
High School Honour Examination. — Of European schools — Government	...	...	...	...	...	...	...	...
High School Honour Examination. — Of European schools — Aided	...	...	...	...	...	...	...	...
High School Honour Examination. — Of European schools — Other	...	...	...	...	...	...	...	...
High School Honour Examination. — Total	...	...	...	...	...	...	...	...

TABLE VI.

in Assam during the year 1914-1915.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9	...	9	...	3	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9	...	9	...	3	...	...	...	...	...	...	...
...	...	...	...	...	...	5	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	5	...	1	...	...	...	...	...	...	...
...	...	...	...	27	...	45	...	10	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	27	...	45	...	10	...	...	...	...	...	1	...
...	...	...	...	7	...	23	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	7	...	23	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	7	...	58	...	138	...	34	...	...	...	...	...	4	...
...	...	...	1	8	...	23	...	4	...	...	...	...	...	...	...
...	...	...	...	9	...	26	...	2	...	...	...	...	...	...	...
...	...	7	1	75	...	187	...	40	...	...	...	...	...	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the results of prescribed examinations

Description of examinations and the class of schools competing for them.			Number of competing schools for		Number of successful schools for		Number of examinees.		Number passed.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1			2	3	4	5	6	7	8	9
High School examination	Of European schools	Government	...	...	...	...	...	...	...	...
		Aided	...	...	...	...	...	...	...	...
		Other	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...
Annual examinations in standard VI or Middle School examination.		Government schools	49	2	45	2	876	5	618	5
		Aided „	85	6	85	6	1,020	22	692	18
		Other „	17	...	17	...	257	...	209	...
Annual examination in standard IV or Upper Primary examination of—	Schools other than Upper Primary.	Government	17	6	13	6	394	20	333	18
		Aided	46	5	46	5	1,220	20	926	18
		Other	3	1	3	1	107	1	98	1
		Total	66	12	62	12	1,721	41	1,357	37
	Upper Primary schools	Government	24	3	24	2	232	6	161	6
		Aided	55	1	54	1	735	31	487	23
		Other	4	1	4	...	98	...	76	...
		Total	83	5	82	3	1,065	37	724	29
	Grand total for Upper Primary examination of—	Government schools	41	9	37	8	626	26	494	24
		Aided „	101	6	100	6	1,955	51	1,413	41
		Other „	7	2	7	1	205	1	174	1
Annual examination in standard II or Lower Primary examination of	Schools other than Lower Primary.	Government	20	5	20	5	308	21	296	18
		Aided	64	8	64	8	1,078	36	861	36
		Other	3	2	3	2	133	11	106	11
		Total	87	15	87	15	1,519	68	1,263	65
	Lower Primary schools	Government	2,028	56	2,015	49	7,446	198	4,941	177
		Aided	121	1	111	1	384	73	225	34
		Other	8	...	8	...	149	...	117	...
		Total	2,157	57	2,134	50	7,979	271	5,283	211
	Grand total for Lower Primary examination of—	Government schools	2,048	61	2,035	54	7,754	219	5,237	195
		Aided „	185	9	175	9	1,462	109	1,086	70
		Other „	11	2	11	2	282	11	223	11
PRIVATE CANDIDATES AT THE— (1) Matriculation Examination			...	...	...	...	71	1	35	1
(2) High School Honour Examination for Europeans			...	...	...	...	...	...	...	...
(3) High School Examination ditto			...	...	...	...	...	...	...	...

Further details of the Matriculation of boys' schools for 1914-1915.

Description of schools for boys competing for the examination.	Number passed in				Remarks.
	1st Division.	2nd Division.	3rd Division.	Total.	
1	2	3	4	5	6
Government schools	128	96	17	241	
Aided „	12	19	5	36	
Unaided „	17	16	4	37	
Total	157	131	26	314	

TABLE VI—*concld.*

in Assam during the year 1914-1915—concld.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	98	...	395	5	111	...	...	...	...	...	10	...
...	...	94	9	124	...	349	9	113	...	...	...	...	...	12	...
...	...	13	...	34	...	118	...	44	...	...	...	...	...	...	...
...	...	...	...	52	...	190	18	85	...	...	...	...	...	6	...
...	...	...	3	140	4	497	11	242	...	...	...	...	...	47	...
...	...	1	...	22	...	54	1	20	...	...	...	...	...	1	...
...	...	1	3	214	4	741	30	347	...	...	...	...	...	54	...
...	...	...	...	20	1	107	5	33	...	...	...	...	...	1	...
...	...	123	22	53	...	238	1	60	...	...	...	...	...	13	...
...	...	...	....	20	...	42	...	14	...	...	...	...	...	...	...
...	...	123	22	93	1	387	6	107	...	...	...	...	...	14	...
...	...	...	...	72	1	297	23	118	...	...	...	...	...	7	...
...	...	123	25	193	4	735	12	302	...	...	...	...	...	60	...
...	...	1	...	42	...	96	1	34	...	...	...	...	...	1	...
...	...	...	...	46	1	135	17	93	...	...	...	...	...	22	...
...	...	23	11	123	5	413	18	260	1	...	...	...	...	42	1
...	...	1	1	22	4	67	6	13	...	...	...	...	...	3	...
...	...	24	12	191	10	615	41	366	1	...	...	...	...	67	1
...	...	56	5	461	11	3,274	139	911	14	...	...	...	...	259	8
...	...	140	27	7	1	18	...	29	...	...	...	...	...	31	6
...	...	1	...	38	...	55	...	21	...	...	...	...	...	2	...
...	...	177	32	506	12	3,347	139	961	14	...	...	...	...	292	14
...	...	36	5	507	12	3,409	156	1,004	14	...	...	...	...	281	8
...	...	163	38	130	6	431	18	239	1	...	...	...	...	73	7
...	...	2	1	60	4	122	6	34	...	...	...	...	...	5	...
...	...	2	1	10	...	18	...	4	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Statement showing the award of scholarships in standards VI, IV and II for the year 1914-1915.

Names of scholarships.	Number of centres at which the final selection of scholars was made.	Number of candidates examined in these centres.	Total number of scholarships awarded.	Caste and creed of the pupils to whom scholarships were awarded.						Number of pupils of the poorer classes to whom scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in standard VI.	18	187	53	...	5	7	7	33	1	3	1	...	...
(2) Scholarships in standard IV.	21	137	50	...	8	4	5	29	4	1	...	...	2
(3) Scholarships in standard II.	35	990	295	...	19	49	39	174	14	22	1	...	5

Return showing the Distribution of District or Local Board and Municipal Expenditure

Objects of Expenditure.	Expenditure by District or Local Boards on Public										
	In institutions managed by District or Local Boards.										
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District or Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure. School Education, General.											
SECONDARY SCHOOLS.											
For boys—											
High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	13	1,746	1,667	1,275	...	11,079	...	15,134	51	...	26,264
Middle Schools Vernacular	21	2,257	1,879	2,477	...	13,565	...	91	111	44	13,811
For girls—											
High Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools	34	4,003	3,546	2,752	...	24,644	...	15,225	162	44	40,075
PRIMARY SCHOOLS.											
For boys ... Upper Primary	30	3,131	2,715	2,127	...	12,816	...	...	70	...	12,886
For boys ... Lower "	2,871	142,251	130,194	98,200	2,853	4,70,015	140	...	511	36	4,73,555
Total Primary Schools for boys	2,901	145,382	132,909	100,327	2,853	4,82,831	140	...	581	36	4,86,441
For girls ... Primary	265	8,625	8,088	5,668	15	46,548	233	...	389	...	47,185
Total Primary Schools for girls	265	8,625	8,088	5,668	15	46,548	233	...	389	...	47,185
Grand Total Primary Schools for boys and girls	3,166	154,007	140,997	105,995	2,868	5,29,379	373	...	970	36	5,33,626
School Education, Special. SCHOOLS FOR SPECIAL INSTRUCTIONS.											
Training Schools—											
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	25	22	20	...	479	...	...	...	...	479
Other Schools ... Madrasahs	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools—Tols	...	...	...	...	...	...	...	...	...	...	...
Total	1	25	22	20	...	479	...	...	...	...	479
Indirect expenditure. *Buildings*	...	...	...	...	5,552	1,14,308	...	...	7,040	770	1,27,760
Furniture and apparatus (special grants only)	...	...	...	...	227	24,759	...	50	...	114	25,150
Total	...	...	...	...	5,779	1,39,157	...	50	7,040	884	1,52,910
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary "	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Grand total for 1914-1915	3,201	158,035	144,565	108,767	8,647	6,93,659	373	15,275	8,172	964	7,27,090

RAL TABLE VII.

on Public Instruction in Assam for the year 1914-1915.

Instruction.				Expenditure by Municipal Boards on Public Instruction.															
In institutions managed by				In institutions managed by Municipal Boards.											In institutions managed by				
Government.	Municipal Boards.	Private persons or associations.	Total District or Local Fund expenditure on Public Instruction.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District or Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or associations.	Total Municipal expenditure on Public Instruction.	Total expenditure of District or Local and Municipal Boards on Public Instruction.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	25,279	36,358	...	...	...	...	...	42	...	90	...	...	132	...	...	1,080	1,122	37,480
...	...	10,457	24,022	4	657	586	443	...	3,433	...	36	...	...	3,469	...	...	...	3,433	27,455
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	1,440	1,440	...	...	...	...	...	...	...	...	...	...	...	...	...	985	985	2,425
...	...	1,320	1,320	...	...	...	...	...	...	...	...	...	...	...	...	...	937	937	2,257
...	...	28,496	63,140	4	657	586	443	...	3,475	...	126	...	...	3,601	...	...	3,002	6,477	69,617
...	...	5,708	18,524	2	236	236	168	...	1,243	...	...	...	...	1,243	...	...	...	1,243	19,767
...	...	704	4,70,719	17	1,997	1,751	1,462	...	8,530	...	...	...	...	8,530	...	140	638	9,308	4,80,027
...	...	6,412	4,89,243	19	2,236	1,987	1,630	...	9,773	...	...	...	...	9,773	...	140	638	10,551	4,99,794
...	...	641	47,189	8	360	307	227	...	2,298	...	...	...	...	2,298	...	233	360	2,891	50,080
...	...	641	47,189	8	360	307	227	...	2,298	...	...	...	...	2,298	...	233	360	2,891	50,080
...	...	7,053	5,36,432	27	2,596	2,294	1,857	...	12,071	...	...	...	...	12,071	...	373	998	13,442	5,49,874
2,839	...	...	2,839	...	...	...	...	...	...	...	...	...	...	...	62	...	...	62	2,901
...	...	...	479	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	479
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180	180	180
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	240	240
2,839	...	...	3,318	...	...	...	...	...	...	...	...	...	...	...	62	...	420	482	3,800
...	...	3,845	1,18,243	...	...	...	...	...	18,125	...	...	...	...	18,125	...	...	72	18,197	1,36,440
...	...	529	25,288	...	...	...	...	299	2,310	...	...	...	...	2,609	...	...	...	2,310	27,598
...	...	4,374	1,43,531	...	...	...	...	299	20,435	...	...	...	...	20,734	...	...	72	20,507	1,64,038
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14,645	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,354	15,999
...	...	...	173	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	173
...	...	...	416	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	416
...	...	...	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20
...	...	...	15,254	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,354	16,608
...	...	...	19,706	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,563	21,269
2,839	...	49,923	7,81,381	31	3,253	2,880	2,300	299	35,981	...	126	...	...	36,406	62	373	4,492	43,825	8,25,206

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Assam for the year 1914-1915.

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of					Expenditure from						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Local or Municipal funds.	Subscriptions and endowments.	Fees.	Native State's revenues.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Males—														
Managed by Government ...	58	1,342	191	3	804	...	344	28,371	...	2,152	20,496	...	51,019	
Ditto by District or Local or Municipal Boards ...	13	325	...	...	184	172	14	...	540	5,025	...	...	5,565	
Aided by Government or by District or Local or Municipal Boards	4	125	...	...	55	70	...	1,831	50	30	300	...	2,211	
Unaided	33	691	...	...	612	63	16	...	...	3,772	9,563	...	13,335	
Total	108	2,483	191	3	1,655	305	374	30,202	590	10,979	30,359	...	72,130	
For Females—														
Managed by Government ...	1	44	...	...	44	...	...	9,960	...	...	...	...	9,960	
Aided by Government or by District or Local or Municipal Boards	1	45	...	...	45	...	...	...	...	...	15,700	...	15,700	
Unaided	4	159	...	...	68	85	6	...	...	8,136	1,202	...	9,338	
Total	6	248	...	...	157	85	6	9,960	...	8,136	16,902	...	34,998	
Grand total	114	2,731	191	3	1,812	390	380	40,162	590	19,115	47,261	...	1,07,128	

GENERAL TABLE IX.

Number and qualifications of teachers in Assam for the year 1914-1915.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
In Schools for Indians.	Teachers of Vernacular.																					
		Trained ...	20	1,863	32	211	20	68	64	12	139	19	51	...	...	17	3	...	...	...	...	...	2,519
		Untrained ...	88	2,329	33	616	232	18	36	9	129	26	18	...	...	19	5	...	...	...	...	...	3,558
		Total ...	108	4,192	65	827	252	86	100	21	268	45	69	...	...	36	8	...	...	...	...	...	6,077
	Anglo-Vernacular Teachers and Teachers of classical languages.																					
		Trained	...	...	...	4	...	6	1	...	4	2	30	...	...	9	1	...	...	...	...	...	57
		Untrained ...	...	...	...	14	...	11	28	...	169	44	228	...	...	78	80	6	...	...	...	...	658
		Total ...	...	...	...	18	...	17	29	...	173	46	258	...	...	87	81	6	...	...	...	...	715
		Possessing a degree ...	...	...	...	...	...	1	...	...	2	1	83	...	...	21	13	6	...	...	...	...	127
		Possessing no degree ...	...	...	...	18	...	16	29	...	171	45	175	...	...	66	68	...	...	...	...	...	588
		Total ...	...	...	...	18	...	17	29	...	173	46	258	...	...	87	81	6	...	...	...	...	715
In Schools for Europeans																						
		Trained	...	...	...	...	...	3	...	...	5	...	...	...	...	...	...	...	...	...	...	...	8
		Untrained ...	...	...	...	...	...	2	...	...	6	...	...	...	...	...	...	...	...	...	...	...	8
		Total ...	...	...	...	...	...	5	...	...	11	...	...	...	...	...	...	...	...	...	...	...	16
	.....	Possessing a degree ...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1
		Possessing no degree...	...	...	...	...	...	5	...	...	10	...	...	...	...	...	...	...	...	...	...	...	15
		Total ...	...	...	...	...	...	5	...	...	11	...	...	...	...	...	...	...	...	...	...	...	16
	Grand total of all teachers.		108	4,192	65	845	252	108	129	21	432	91	327	...	...	123	89	6	...	...	...	...	6,808

EUROPEAN EDUCATION—GENERAL TABLE III FOR 1914-1915, ASSAM.

EUROPEAN EDUCATION—

Return of Schools and Scholars of European Schools in

Class of Institutions.	Public Institutions.															
	Under public management.												Under private			
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local, or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
School Education, General.																
SECONDARY SCHOOLS.																
For boys—																
High Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for boys' schools ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls—																
High Schools ... English ...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools { English ...	1	56	56	52	...	...	...	...	...	...	...	...	1	57	65	52
Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for girls' schools ...	1	56	56	52	...	...	...	...	...	...	...	...	1	57	65	52
Grand total Secondary schools for boys and girls.	1	56	56	52	...	...	...	...	...	...	...	...	1	57	65	52
PRIMARY SCHOOLS.																
For boys ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys ... { Lower ,, ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... { Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of Primary schools for boys and girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
School Education, Special.																
SCHOOLS FOR SPECIAL INSTRUCTIONS.																
Training Schools—																
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	1	56	56	52	...	...	...	...	...	...	...	...	1	57	65	52
Private Institution	1. Advanced, teaching—															
	(a) Arabic or Persian															
	(b) Sanskrit															
	(c) Any other Oriental Classic															
	2. Elementary, teaching a vernacular only or mainly ... { For boys															
	2. Elementary, teaching a vernacular only or mainly ... { ,, girls															
	3. ,, teaching the Quran ... ... { ,, boys															
	3. ,, teaching the Quran ... ... { ,, girls															
	4. Other schools not conforming to Departmental standards ... { ,, boys															
	4. Other schools not conforming to Departmental standards ... { ,, girls															
	Total															
	Grand total for 1913-1914															

GENERAL TABLE III.

Assam for the year 1914-1915.

Management.						Number of scholars on the 31st of March, learning											Classification of scholars on the 31st of March according to race or creed.					
Unaided.						English.			A classical language.			A vernacular language.									
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Number of girls in boys' schools.	Number of boys in girls' schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.	Remarks.
18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28	29	30	31	32	33	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	..	...	...	..	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2	113	42	71	113	...	...	..	...	...	...	...	42	...	1	111	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2	113	42	71	113	...	...	...	...	...	...	...	42	...	1	111	1	...	
...	...	...	...	2	113	42	71	113	...	...	...	...	...	...	...	42	...	1	111	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

For the European Schools in Assam for 1914-1915.

Number of Scholars on the 31*st March* 1914, *classified according to Sex, Race, or Creed.*

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.									
Secondary Schools.									
For Girls—									
English ... Male ...	42	...	...	...	...	...	...	...	42
English ... Female ...	69	1	...	...	1	...	...	...	71
Total ...	111	1	...	...	1	...	...	...	113
Grand total for 1914-1915 ...	111	1	...	...	1	...	...	...	113

EUROPEAN EDUCATION—GENERAL TABLE IV.

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public / Under / Managed by Government. Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools { English	...	...	...	...	...	...	...
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools... English	...	...	...	...	...	...	...
Middle Schools { English	2,764	...	...	7,863	...	...	10,627
Middle Schools { Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	2,764	...	...	7,863	...	...	10,627
Total Secondary Schools both for Boys and Girls	2,764	...	...	7,863	...	...	10,627
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instructions.							
Training Schools for— (a) Masters	...	...	...	...	...	...	...
(b) Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools ... { Madrasahs	...	...	...	...	...	...	...
Other Schools ... { Miscellaneous Schools	...	...	...	...	...	...	...
Total...	...	...	...	...	...	...	...
Total of Direct Expenditure	2,764	...	...	7,863	...	...	10,627
INDIRECT EXPENDITURE.							
Buildings (*see* note VII)	1,335	...	...	...	...	...	1,335
Furniture and Apparatus (special grants only)	...	...	...	...	...	...	...
Total	1,335	...	...	...	...	...	1,335
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection (*see* note V)	...	...	...	...	...	...	...
Scholarships Stipends held in Arts Colleges	...	...	...	...	...	...	...
Professional Colleges...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools (*vide* note VI)	...	...	...	...	...	...	...
Total charges for scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised tols	...	...	...	...	...	...	...
Stipends, prizes and rewards to maktabs	...	...	...	...	...	...	...
Payment to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	1,335	...	...	...	...	...	1,335
Total Expenditure on Public Instruction in 1914-1915	4,099	...	...	7,863	...	...	11,962

GENERAL TABLE IV.

in Assam for the official year 1914-1915.

Institutions.

public management.

Managed by District, or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—

Return of Expenditure on Public Instruction in European Schools

Objects of expenditure.	Public Institutions—						
	Under private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.							
School Education, General. — For Boys— High Schools English	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Boys	...	...	...	...	...	...	...
For Girls— High Schools English	...	...	...	...	...	...	...
Middle Schools English	2,400	...	...	2,991	...	...	5,391
Middle Schools Vernacular	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	2,400	...	...	2,991	...	...	5,391
Total Secondary Schools both for Boys and Girls	2,400	...	...	2,991	...	...	5,391
Primary Schools.							
For Boys— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Boys	...	...	...	...	...	...	...
For Girls— Upper Primary	...	...	...	...	...	...	...
Lower ,,	...	...	...	...	...	...	...
Total for Primary Schools for Girls	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls	...	...	...	...	...	...	...
Schools for Special Instruction.							
Training Schools for— (*a*) Masters	...	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools — Madrasahs	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total of Direct Expenditure	2,400	...	...	2,991	...	...	5,391
INDIRECT EXPENDITURE.							
Buildings (*see* note VII)	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	6,000	...	...	...	...	...	6,000
Total	6,000	...	...	...	...	...	6,000
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection (*see* note V)	...	...	...	...	...	...	...
Scholarships or Stipends held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary ,,	...	...	...	...	...	...	...
Medical ,,	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools (*vide* note VI)	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...
Miscellaneous— Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised *tols*	...	...	...	...	...	...	...
Stipends, prizes and rewards to *maktabs*	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	6,000	...	...	...	...	...	6,000
Total Expenditure on Public Instruction in 1914-1915	8,400	...	...	...	...	...	11,391

GENERAL TABLE IV—*concld.*

in Assam for the year 1914-1915—*concld.*

concld.												
management.				Total expenditure from								
Unaided.								All other sources.				
									Public.			
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	Grand total.	Remarks.
30	31	32	33	34	35	36	37	38	39	39(a)	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5,164	...	...	10,854	...	...	...	16,018	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5,164	...	...	10,854	...	...	...	16,018	
...	...	...	...	5,164	...	...	10,854	...	...	...	16,018	
...	...	...	...	...	...	...	...	...	...	...	...

GENERAL

EUROPEAN

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)								
Government ... English	1	56	...	1	1	...	3	3
Aided ... English	1	57	...	...	...	...	9	9
Total Secondary Schools	2	113	...	1	1	...	12	12
Grand total for 1914-1915	2	119	...	1	1	...	12	12

TABLE V.

EDUCATION.

and Primary Education in Assam at the end of the year 1914-1915.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Comprising all pupils who have not passed beyond the lower primary stage.								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
...	7	7	22	23	45	...	...	...	22	34	56
...	11	11	20	17	37	...	...	...	20	37	57
...	18	18	42	40	82	...	...	...	42	71	113
...	18	18	42	40	82	...	...	...	42	71	113

Resolution on the General Report on Public Instruction for the year 1914-15.

Extract from the proceedings of the Chief Commissioner of Assam in the Education Department, No. 5020E., dated the 11th November 1915.

READ—

General Report on Public Instruction in Assam for the year 1914-15.

RESOLUTION.

The figures given by the Director of Public Instruction of the increase in the numbers of educational institutions and of pupils during the year under review and since the reconstitution of the province are interesting and gratifying. They show, as the Hon'ble Mr. Cunningham points out, that the duplication of numbers, which the Government of India hoped in 1912 to be able to bring about, could be attained within a few years provided that a succession of liberal budgets could be assured. Unfortunately in the budget which is now under preparation educational advance will have to be subordinated to the policy of husbanding the resources of the State. The Chief Commissioner congratulates the Education Department on the advantage which it has taken of the past three years of comparative plenty.

2. The enrolment of the Cotton College rose from 261 to 310, and that of the Murarichand College from 181 to 211. The scheme for the improvement of the Cotton College is now practically complete. The extension of affiliation, by which this College offers instruction up to the degree standard in nine subjects, to the degree standard and honours in eight, and to the M.A. in English, came into operation in July 1914. Full advantage was taken of the extension of the hostels, which was completed during the year, and an average of 212 boarders was in residence throughout the year. Sir Archdale Earle is pleased to learn that the excellence of the hostel arrangements attracted the favourable attention of the University Inspectors. The failure of the first batch of candidates for honours and the heavy rejection of candidates for the Intermediate Examination in Arts are regrettable, and the Chief Commissioner trusts that better use will be made in future years of the opportunities offered by the college.

The advancement of the Murarichand College to the degree standard unfortunately had to be suspended in the interests of economy on the outbreak of war, but considerable improvements were effected to the college on its present basis. It is, however, miserably housed and the hostel arrangements are most inadequate. It is a matter of the deepest regret to Sir Archdale Earle that he can see no immediate prospect of being able to proceed with the project of erecting worthy buildings for this institution.

3. In secondary education expansion continued on the lines already laid down. The soundness of the policy of provincialising subdivisional high schools is proving itself by results, a vast improvement being already visible in the schools taken over by Government.

The aided school at Maulvi Bazar was provincialised during the year and there now remain only two unprovincialised high schools at headquarters stations, namely, the aided high schools at Hailakandi and Sunamganj. The development of Government high schools continued within the two section limit and 16 new sections were opened involving the appointment of 18 new teachers. Liberal grants were given to aided high schools to enable them to follow the same lines of development as Government schools. The number of high schools for boys rose from 29 to 30 and of pupils in attendance from 11,120 to 12,158. The standard of instruction is still far from satisfactory in the Assam Valley, where the competency of the head masters as a body leaves much to be desired and where there is still a lack of qualified teachers. The Chief Commissioner recognises that in many cases the head master's

position is a particularly difficult one in the Assam Valley, and, as the efficiency of a school depends ultimately on the measure of success to which the head master attains in controlling both the teaching staff and the pupils, he hopes that every encouragement is being given them to exercise their authority on lines approved by the Director.

Middle English schools declined both in number and enrolment. There were 110 of these schools with 12,469 pupils, the corresponding figures for the previous year being 113 and 13,693, respectively. The reduction in number is attributable to the transfer of seven inefficient schools to the list of private institutions, and that in enrolment mainly to the discontinuance of the lower primary classes in a number of schools.

4. There was a satisfactory increase by between 8 and 9 per cent. in the enrolment of boys' primary schools and a further rise by 40 per cent. in that of middle vernacular schools, which have, as a class, been rescued from a moribund condition by the abolition of fees in all vernacular classes. The abolition of the upper primary classification of schools for scholarship and examination purposes, the reinstitution of a public examination for Leaving Certificates and Scholarships at the close of the vernacular school course, the abolition of Leaving Certificate examinations at other stages, and the revisal of the syllabus were important measures which, the Chief Commissioner is satisfied, will tend to increase the efficiency and popularity of vernacular education. The desirability of continuing the capitation system continued to engage consideration. If it is the case, as the Department seems to think, that the system imparts into schools an atmosphere of dishonesty or suspicion, it should be replaced without delay, and the Chief Commissioner trusts that the Director will shortly be in a position to submit a report on the subject.

Sir Archdale Earle commends to the careful consideration of Local Boards the Director's remarks on the subject of the attachment of the educational grants entirely to educational expenditure.

The inadequacy of the resources of Local Boards to meet the rapidly growing demands of vernacular education presents a problem which is as far from solution as ever.

5. The want of funds again precluded any extension of the existing facilities for the training of teachers. Revised courses for normal schools and training classes were introduced during the year, and the Chief Commissioner is pleased to hear that they have proved immediately popular.

6. The Earle Law College has now been housed in its own buildings. The second and third year classes were opened simultaneously in July 1915.

7. Technical education remained practically at a standstill during the year. The appointment of a combined Superintendent of Industries and Registrar of Co-operative Societies for this province has been sanctioned by the Secretary of State, but in view of the financial situation, the Chief Commissioner fears that it may be necessary temporarily to leave the appointment unfilled.

8. A scheme for the establishment of a Government Sanskrit College was approved during the year, but cannot be carried into effect at present for financial reasons. A survey of *tols* was undertaken with a view to the revisal of the syllabuses and of the rules relating to scholarships and grants-in-aid. The Chief Commissioner regrets to learn that the standard of instruction in the *tols* was very poor.

9. In regard to the education of Muhammadans, the examination results show progress all along the line, and there was a satisfactory increase in the number of Muhammadans employed in teaching. A representative conference, which was summoned by the Chief Commissioner to consider the whole question of Muhammadan education, submitted their recommendations which, he hopes, will have the most far-reaching and beneficial effect on Muhammadan education in the province.

10. Female education continued to make steady progress. At the close of the year 5·66 per cent. of the girls of Assam were attending school against 4·61 per cent. in 1913-14. The number of recognised schools for girls rose from 318 to 365 and that of girls at schools from 22,687 to 26,713. The postponement, owing to want of funds, of the institution of a girls' high school at Dibrugarh has caused the Chief Commissioner the keenest disappointment.

11. Grants were made for the establishment of a secondary school for European and Anglo-Indian boys at Shillong and of a convent school at Haflong. Building operations are in progress. A scheme for the extension of the Pine Mount School was sanctioned and the new dormitories of the Loreto Convent School were completed.

12. The improvement recorded in school and college discipline is satisfactory. The Chief Commissioner however regrets that complaints should have reached the Director as to the manners of certain boys and college students in the Assam Valley; he commends to the notice of parents, guardians and all others concerned the remarks contained in paragraph 80 of the report.

13. The Chief Commissioner is indebted to the Hon'ble Mr. J. R. Cunningham for his consistently excellent administration of his department. His thanks are also due to the Welsh and American Missions for their efforts in the cause of education, to the landowners of Goalpara for the public spirit displayed by them in educational matters, and to the officers who have been specially mentioned by the Director for their zealous work during the year.

ORDERED that the Resolution and the Report be published in the *Assam Gazette*.

By order of the Chief Commissioner of Assam,

A. W. BOTHAM,

Second Secretary to the Chief Commissioner of Assam.

A. S. P. O. (J. & G.) No. 64—559+50—18-11-1926.—D. C. N.

REPORT

ON THE

PROGRESS OF EDUCATION

IN

EASTERN BENGAL AND ASSAM

DURING THE YEARS

1907-1908 to 1911-1912.

VOLUME I.

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EASTERN BENGAL AND ASSAM.

REPORT ON THE PROGRESS OF EDUCATION IN EASTERN BENGAL AND ASSAM DURING THE YEARS 1907-1908 TO 1911-1912.

CHAPTER I.

INTRODUCTORY.

WHEN the last Quinquennial Report was written, the province of Eastern Bengal and Assam was still in its infancy. The Government of that province had not then had time to organise, much less to carry through, any extensive measure of reform. The intervening period, however, has been one of exceptional activity. Every department of education has been examined, and has either been improved on existing lines or completely remodelled with the object of providing the province with a complete system of education from its highest to its lowest grades. An account of the different measures which have been taken to this end furnishes the subject matter of the present report.

GENERAL POLICY.

2. The general lines along which educational progress in this country must at present proceed have been laid down by the Government of India in their Resolution of the 11th of March 1904. No new policy has been initiated during the period under review, but attention has been paid to working out in detail the general policy thus laid down.

COLLEGIATE EDUCATION.

3. Of all the branches of education which required an early and systematic reform, none was of greater importance or received more attention than that given in the different colleges. At the time of the formation of this province, colleges were few and their accommodation scanty. Those maintained by Government were inadequately housed, badly equipped, and understaffed. Private colleges were in a still more unsatisfactory condition, and with difficulty managed to fulfil the requirements of the University. The importance of equipping the province with colleges which would provide, at a moderate cost, efficient instruction up to the highest stage, was quickly recognised, and no pains have been spared to carry out this object. Two of the Government colleges have been raised in status, and all of them have been completely remodelled; liberal assistance has also been given to private institutions to enable them to work up to the same standard of efficiency. The Jagannath College at Dacca has been converted into a first grade college, and provided with buildings worthy of its increased importance. New buildings have also been constructed for the Ananda Mohan College at Mymensingh, and the college has been provided with all the equipment necessary for the teaching of a variety of subjects both literary and scientific. Arrangements have been made to raise the Brojamohan Institution to a more satisfactory condition. The Victoria College at Comilla has been improved, but owing to the difficulty of securing private subscriptions its accommodation is still far from adequate. The Murarichand College at Sylhet has, since the close of the period under review, been brought under Government management. The only college which still lags behind is the Edward College at Pabna. A capital grant of Rs. 50,000 and a recurring grant of Rs. 500 a month have, however, been promised to the authorities of this college on condition that a sum of

Rs. 50,000 is raised by local donations and that the monthly income from fees and private subscriptions amounts to not less than Rs. 400. The province has thus been provided with liberal facilities for collegiate education. Government colleges, all of the first grade except that at Sylhet, have been established in each of the five divisions. The Dacca Division now possesses, in addition to the Government College, a first grade Arts college at its headquarters, a first grade college at Barisal, and a second grade college at Mymensingh. Comilla, a town well fitted by its climate for an educational centre, has been supplied with a second grade aided college. And while the needs of each Division have in this way been provided for, an attempt has been made so to arrange the courses of study in the different institutions that they may, as far as possible, supplement one another and offer a wide field of choice to the students.

SECONDARY EDUCATION.

4. Still more urgent was the need for an improvement of the secondary schools. As a preliminary measure, a survey was made during the quinquennium of all the high and middle schools in the province. Accurate information was thus obtained of their condition and requirements, and upon the basis of this a comprehensive scheme was drawn up and submitted to the Government of India, with the object of effecting a thorough reorganisation in the systems prevailing both in Eastern Bengal and in Assam. This scheme, which is still under consideration, will, when carried out, provide at each convenient centre a decently housed, adequately equipped, and properly staffed high school to which every parent can with confidence entrust his children. Meanwhile, progress has been made in several directions. Government high schools have been improved, and selected private institutions have been given grants-in-aid on a more liberal scale to enable them to rise to a reasonable standard of efficiency. A new curriculum has been introduced. The old curriculum, based on the Resolution of the 1st January 1901, prescribed the same syllabus for the primary departments of secondary schools as for primary schools themselves. This arrangement failed to prove either satisfactory or popular. It was contended with justice that the course of studies for a boy whose education begins and ends in the village school should be different from that which is only a preliminary to a wider field of study. To meet this contention and to remedy other ascertained defects in the old curriculum, a new course of studies was drawn up for high and middle English schools, and introduced in the year 1909. It has been well received, and it is hoped that it will prove to be better adapted to the requirements of pupils of secondary schools.

PRIMARY EDUCATION.

5. For many reasons it has been found impossible to rely for elementary education upon a system of aided schools. The number of such schools is so large and the sum at the disposal of the District Boards so small that the grants-in-aid given are necessarily inadequate. The result is that some schools have no houses of their own; some have no furniture except a few planks for the boys and a stool for the teacher; while few possess the simplest educational appliances, and none provides a living wage for the guru in charge. It was accordingly decided to reform the system and to utilize the main portion of the Imperial grant of 1905-1906 in establishing a number of well-equipped Board schools, which would serve as models and improve the tone of primary education throughout Eastern Bengal. To abolish the aided system altogether, or to modify it to any large degree, was impossible. The funds available would have made no impression if spread over the vast number of existing schools. Steps were, therefore, taken to concentrate effort upon a few, and the present intention is to have a network of schools managed directly by the Boards throughout the province. Ultimately each *panchayati* union will be provided with a superior school with suitable buildings and equipment, and with a teacher, or teachers, properly trained and reasonably paid. This is the largest task which the

Department has undertaken during the quinquennium, and, in view of the notoriously inferior character of the ordinary village schools, none is of greater importance.

CURRICULUM OF VERNACULAR SCHOOLS.

6. While a beginning has thus been made in the reorganisation of the primary schools, a change has also been effected in their curriculum, in order that they may be as far as possible adapted for the education of village children. The course of studies prescribed in Resolution No. 1, dated the 1st of January 1901, contained no separate course of studies for the children of village schools. The curriculum was too elaborate and did not provide for instruction in those subjects which it was of most importance for such children to study. A new curriculum, distinct from that prescribed for high and middle English schools, has therefore been drawn up. The scheme has thus been described in Government Resolution No. 513E., dated the 23rd of May 1910:—

(1) "The course of study is designed to teach the pupils to think for themselves, to train their powers of observation, and to impart practical knowledge that will be of use to them in their everyday life. It will not lead the village boy to think that the pursuits of his father are derogatory and to be avoided, but will train him to follow his hereditary calling with greater intelligence and thus to improve his material and moral condition. A distinction is made in the curriculum between rural and urban schools and this differentiation, which is indicated in the published outline, will be further emphasised in working out the details, so that the children of the villages and the children of the towns will each receive the class of education best fitted to their needs. The books to be read will be fewer than in the existing course. The subjects will be more interesting, more familiar to the children, and better adapted to arouse their intelligence.

(2) "The object lessons are adapted both to stimulate the mental faculties and to afford a thorough and practical knowledge of useful facts. Subjects such as the preservation of health, temperance, the administration of the district, of the town and of the village, and the law of landlord and tenant, find a place in this portion of the curriculum. For village children stress is laid on practical work in the school-garden with a view to early training in the operations of agriculture. The difficult subject of Geography will be taught in a rational manner, beginning with the immediate surroundings of the pupils and the concrete presentation of physical features, and proceeding to wider and more complicated conceptions. Drawing and other forms of training for the hand and eye, which form a very important portion of all modern systems of education, have received careful attention, and the course has been specially suited to the environment and capacity of the pupils. The syllabus of physical exercises begins with simple action songs and country games, and proceeds on the indigenous lines which appear best adapted to the children of this province."

It is impossible to say how far the new curriculum is likely to accomplish its object, as it came into force only on the 1st of January 1912; but it is to be feared that, as with the curriculum which it replaces, the want of qualified teachers will prove a stumbling-block. There can, however, be no doubt that it is a great advance upon the old curriculum and that, if competent teachers were available, it would be more successful.

SCHOLARSHIP RULES.

7. The distinction which has thus been introduced between the curricula of the English and of the vernacular schools, respectively, has been emphasised by the change of policy which has been adopted with regard to the award of middle and primary scholarships. Under the former rules no distinction was made between pupils from schools of different classes, except that lower primary Scholarships were reserved for children from lower primary schools. The introduction of different courses of studies made an alteration in the scholarship rules inevitable. This alteration was effected during the period under review and scholarships have now been reserved for schools of each grade.

FEMALE EDUCATION.

8. In spite of the fact that social customs still retard the progress of female education, the advance made during the last five years has exceeded all expectations. This result is due partly to the generous policy followed by the Department, but also largely to the efforts of the Female Education Committee, which was constituted in the year 1908 and has ever since acted as an advisory board. High schools have been taken under Government management, remodelled, and staffed by female teachers. Attention has been paid to important middle schools in district or subdivisional head-quarters, some of them being taken under the direct management of the Department and others aided by liberal grants. The primary schools in the city of Dacca have been reorganised; large allotments have been made to local bodies to enable them to open new girls' schools and to encourage, by the grant of capitation allowances, the attendance of girls in boys' schools; a separate curriculum has been drawn up for girls' schools; training classes for female teachers have been opened; and the system of zenana education has been improved and extended so far that its success is now assured. These measures have not been in operation for a sufficient length of time to make any marked impression, but they have given an impetus to the cause of female education, which, there is every reason to believe, will be lasting and productive of benefit to society at large.

MUHAMMADAN EDUCATION.

9. Until less than a decade ago the question of Muhammadan education throughout Bengal was one of the greatest difficulty, but of late a new spirit of progress has made itself manifest. No one who has watched the course of recent events in the Muhammadan world can fail to have been struck by the awakening of the Muhammadans to the need of education. Five years is a short period where more than 20 millions of people are concerned, but statistics show clearly how great an advance has been made by the Muhammadans during the past quinquennium. The improvement of the Madrassas, the reservation of scholarships and free-studentships, the extension of the system of middle Madrassas, the extra grants given to those maktabs and Koran schools which teach the full lower primary course, the grants given to selected primary schools to enable them to take up the teaching of Urdu, and the establishment of hostels are some of the measures which have contributed to this result. Government has done much, but much remains to be done by the enlightened portion of the Muhammadan community to win for them the position which their numerical strength entitles them to expect.

TRAINING SCHOOLS.

10. With the improvement of the existing schools and the extension of their scope, the question of supplying them with trained teachers has come into prominence. Every scheme devised for increasing the efficiency of education depends for its success upon the teachers who are employed to carry it out. Even now the number of trained teachers in this province is so small that a very long period must elapse before each school can be provided with a properly qualified staff. Efforts have, however, been made during the quinquennium to accelerate the rate of progress. A well-equipped college has been established for the training of teachers for secondary English schools; normal schools have been improved, and their curriculum reorganised and made more practical; training classes for female teachers have been opened in connection with the Eden Girls' School, and the *guru*-training schools have been enlarged and made more attractive by increasing the rate of stipends and by the provision of small hostels. It will not, however, be possible to regard primary education as having been placed on a satisfactory footing until a supply of well-trained teachers is available for every Board or aided school. A scheme for providing such teachers has been devised and has recently received the approval of the Secretary of State.

TECHNICAL AND INDUSTRIAL EDUCATION.

11. Technical and Industrial education in this province is still in its infancy, expert supervision is largely lacking, and the reluctance of Indian capitalists to invest their savings in enterprises for the development of the resources of the country makes it hazardous to train young men expensively in expert knowledge of a profession or calling in which there is only a small and precarious field of employment in India. In the lower walks of industry, however, a demand for more skilled workers does exist, and a considerable outturn of carpenters, blacksmiths, weavers, potters, etc., can be annually absorbed. Something has been done to develop the schools already in existence. Considerable improvements have been made in the Ahsanulla School of Engineering, which now provides instruction up to the level required for the Foreman Mechanic's certificate; the technical schools have been, or are about to be, provincialised and placed on a sounder basis; and three new industrial schools have been opened, two in Eastern Bengal and one in Assam.

OTHER ASPECTS OF EDUCATION.

12. Considerable attention has thus been paid to the development of the intellectual side of education, but the moral and physical sides have not been neglected. The establishment of hostels has done much to remove pupils from undesirable influences and to bring them under greater control; the attention paid to games should tend to improve discipline and to inculcate a spirit of self-restraint; and it is hoped that improved pay and prospects will attract to the Department a class of men better fitted to control their pupils and to mould their characters aright.

CHAPTER II.

GENERAL SUMMARY.

GRADES OF PUBLIC INSTITUTIONS FOR GENERAL EDUCATION.

13. The introduction of different curricula for English and vernacular schools has made the old classification of public institutions into Colleges, secondary schools, and primary schools somewhat unsatisfactory, for in middle vernacular schools, which still rank as secondary, the curriculum is based on that of the primary schools and differs widely from that followed in the corresponding classes of secondary English schools. A classification of institutions as Colleges, English schools, or vernacular schools, as the case may be, will make each class homogeneous and may therefore be adopted with advantage.

LENGTH OF STAGES AND AGE OF PUPILS IN EACH GRADE.

14. The lengths of the different stages of instruction are not the same in English and in vernacular schools. The full course of a high English school covers a period of ten years, and that of a middle English school six years, while no lower stage of instruction in English schools is regarded as complete in itself. In vernacular schools the middle course covers a period of seven years, the upper primary of five years, and the lower primary of four years. There are no limitations as to the age within which candidates must complete the different courses, except that no student may be presented for the Matriculation Examination before he attains the age of sixteen years, and that candidates for middle English, middle vernacular, upper primary, and lower primary scholarships must not be more than 16, 14, 12, and 10 years of age, respectively.

SCHOOLS AND PUPILS.

15. Figures for the progress of education in the province during the period under review are given in the first of the tables appended to this report.

GENERAL STATISTICS.

16. It will be seen that the number of institutions of all kinds has increased, during the past five years, from 25,852 to 26,715, and that of their pupils from 816,024 to 1,075,124. These figures include both public and private institutions. The former are defined as schools and colleges "in which the course of study conforms to the standard prescribed by the Department of Public Instruction or by the University, and which either are inspected by the Department or regularly present pupils at the public examinations held by the Department or by the University," while all other institutions are classed as private.

Turning to the figures for public institutions, we find an advance from 22,141 to 24,550 in the number of the institutions themselves, and from 750,112 to 1,025,876 in that of their pupils. This advance was shared by institutions of all kinds, except that the number of Colleges has decreased by 1 and that of special schools by 107. In special schools there is also a falling off in the number of pupils, but in Colleges the number has very greatly increased. Schools for professional training increased in number from 3 to 5, but the increase in the number of pupils was only 34·7 per cent. In secondary and primary schools for boys, on the other hand, while the number of schools increased only by 12·7 per cent. and by 1 per cent., respectively, the increases in enrolment amounted to 61·7 and 25·6 per cent., respectively. The number of training schools for boys is almost stationary, but the pupils attending them have increased in number. The expansion is more marked in the case

of schools for girls, there being now 5 more secondary and 2,166 more primary schools, while the number of pupils has risen by 989 and 59,626 in schools of these two classes. A training class for women has also been opened and has now 22 girls on its roll.

Private institutions, on the other hand, show a general decline, their number having fallen from 3,711 to 2,165, or by 41·6 per cent. and that of their pupils from 65,912 to 49,248, or by 25·2 per cent.

PROGRESS IN THE DIFFERENT DIVISIONS.

17. The increase in the number and strength of public institutions has not been confined to any one portion of the province, but has been shared by all the divisions. In the Dacca Division there is an increase of 12·6 per cent. in number and of 35·3 per cent. in strength; in the Rajshahi Division the figures are 15·2 and 43·5; in the Chittagong Division 1·9 and 34·6; in the Assam Valley 20·2 and 40·4, and in the Surma Valley 14·4 and 32·9, respectively. Subsequent chapters will show that the rapid progress made is due partly to the awakening of the Muhammadans to the advantages of education, partly to the efforts of an enlarged inspecting staff, and partly to the increased funds which the Imperial Government has given for expenditure on education.

DISTRIBUTION OF SCHOOLS IN URBAN AND RURAL AREAS.

18. The following table shows the different rates of progress in urban and in rural areas, respectively :—

	URBAN AREAS.								RURAL AREAS.							
	NUMBER OF—		EXPENDITURE FROM—						NUMBER OF—		EXPENDITURE FROM—					
	Institutions.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Institutions.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
Colleges—			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	10	2,989	2,33,111	.....	.....	1,43,006	26,813	4,02,930	.....	.....	.....	.....	...	.....	.....	.....
Colleges for Professional Training	1	37	39,857	.....	.....	.....	.....	39,857	.....	.....	.....	...	...	.....	.....	.....
Law	4	130	3,537	.....	.....	9,318	.....	12,855	.....	.....	.....	.....	...	.....	...	.....
Total Colleges ...	15	3,156	2,76,505	.....	.....	1,52,324	26,813	4,55,642	.....	.....	.....	.....	...	.....	.....	.....
Secondary Schools—																
High Schools for— Boys ...	84	33,805	1,83,518	96	600	5,60,577	23,217	7,68,008	140	40,752	39,925	590	...	5,19,179	88,403	6,48,097
High Schools for— Girls ...	4	740	40,376	300	.....	3,692	1,665	46,033	.....	.....	.....	.....	...	.....	.....	.....
Middle English Schools for— Boys ...	51	9,067	18,439	1,511	2,116	51,816	18,564	92,446	690	79,388	11,467	1,05,437	..	4,22,111	1,60,983	6,99,998
Middle English Schools for— Girls ...	7	796	14,044	.....	420	5,763	4,443	24,670	.....	.....	.....	.....	...	.....	.....	.....
Middle Vernacular Schools for— Boys ...	13	1,104	7,406	2,192	12	3,558	331	13,499	314	19,885	39,569	29,512	...	66,308	15,956	1,51,345
Middle Vernacular Schools for— Girls ...	13	1,104	8,156	2,656	1,755	995	3,655	17,217	.....	.....	.....	.....	..	.....	.....	.....
Total Secondary Schools...	172	46,616	2,71,939	6,755	4,903	6,26,401	51,875	9,61,873	1,144	1,40,025	90,961	1,35,539	...	10,07,598	2,65,342	14,99,440
Upper Primary Schools for— Boys ...	63	4,615	10,491	305	4,035	9,847	2,234	26,912	1,709	93,889	18,575	97,976	...	1,77,350	34,058	3,27,959
Upper Primary Schools for— Girls ...	27	1,595	10,423	1,146	4,006	2,842	3,724	22,141	59	2,667	5,028	3,421	...	483	6,763	15,695
Lower Primary Schools for— Boys .	239	11,539	4,217	2,186	15,159	15,446	4,241	41,249	15,712	5 94,310	47,639	6,50,518	80	6,36,487	1,74,338	15,09,062
Lower Primary Schools for— Girls ...	113	5,991	13,295	3,004	6,378	187	3,103	25,967	4,758	1,02,593	10,927	1,24,239	...	3,444	18,575	1,57,185
Total Primary Schools ...	442	21,740	38,426	6,641	29,578	28,322	13,302	1,16,269	22,238	7,93,459	82,169	8,76,054	80	8,17,764	2,33,734	20,09,801
Training Schools for— Boys ...	37	1,116	1,01,852	2,083	36	2,047	1,744	1,07,762	18	296	23,679	.....	...	1,569	.....	25,248
Training Schools for— Girls ...	1	22	7,684	.....	.....	141	5	7,830	.....	.....	.....	.....	...	.....	.....	.....
Other Special Schools for— Boys ...	61	5,737	1,35,397	22,195	2,007	79,430	48,399	2,87,428	422	13,709	10,981	11,653	336	20,752	45,694	89,416
Other Special Schools for— Girls ...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	.....
Total Special Schools ...	99	6,875	2,44,933	24,278	2,043	81,618	50,148	4,03,920	440	14,005	34,660	11,653	336	22,321	45,694	1,14,664
GRAND TOTAL ...	728	78,387	8,31,803	37,674	36,524	8,88,665	1,42,138	19,36,804	23,822	9,47,489	2,07,790	10,23,246	416	18,47,683	5,44,770	36,73,905

DISTRIBUTION OF SCHOOLS.

19. Partly owing to the fall in the number of private institutions, and partly owing to the increase in the number of villages which was revealed by the last census, the number of villages served by a boys' school is now slightly larger than it was five years ago. In 1906-07, there were 28·1 schools in Eastern Bengal, 15·9 in Assam, and 25·1 in the Province as a whole to every 100 villages. The figures are now 20·7, 14·79, and 18·8, respectively, while the following table shows the distribution in each Division :—

Divisions.	Per 100 villages.
Chittagong	44·1
Dacca	29·2
Rajshahi	16·18
Surma Valley	14·59
Assam „	15·03

The expansion of female education has been so great during the last five years, that, in spite of the causes which have adversely affected the figures for boys' schools, the proportion of girls' schools to each 100 villages shows a slight improvement in Eastern Bengal from 4·3 to 5·8, while in Assam it remains unchanged at 0·8. Here also the Chittagong and the Dacca Divisions are far in advance of the rest of the Province. In them there is approximately one school to every 10 villages. In the other three, the proportion varies from 1 in 25 in Rajshahi, and 1 in 100 in the Surma Valley, to 1 in 125 in the Assam Valley.

It is interesting to note that, judged by the number of persons which each school has to serve, Chittagong takes the lead again with 1 school for every 914 of the population. Dacca shows 1 school for every 1,103, Rajshahi 1 for every 1,629, the Assam Valley 1 for every 1,884, and the Surma Valley 1 for every 1,562.

PERCENTAGE OF PUPILS TO CHILDREN OF SCHOOL-GOING AGE.

20. While these figures indicate the extent to which educational facilities are available, the use which is made of the facilities offered can best be judged by comparing the number of children of school-going age with that of children actually at school. According to the census of 1911, the total population of Eastern Bengal was 27,534,505, and of Assam 7,059,857. Reckoned at the rate of 15 per cent. of the total population, the number of children of school-going age comes to 4,130,176 in Eastern Bengal, 1,058,978 in Assam, and 5,189,154 in the Province as a whole. The numbers actually at school, were 893,012, 182,112, and 1,075,124, and the percentages therefore were 21·6, 17·1, and 20·7. These figures show a considerable improvement both over those of 1901-02 when the percentages were 15·4, 11·9, and 14·8, and over those of 1906-07 when they were 18·3, 15·7, and 17·8, respectively. The progress has therefore been considerable, and it may be seen from Table V that it is in the girls' schools that the greatest improvement is shown.

Of the different Divisions Chittagong is the most advanced, with 49·6 per cent. of its boys, 10·3 per cent. of its girls, and 29·9 per cent. of the two together, at school. Next comes Dacca with 37·3, 7·2, and 22·5; the Surma Valley with 32·4, 4·0, and 18·2; the Assam Valley with 29·8, 3·1, and 17·1; and last of all Rajshahi with 27·5, 4·2, and 16·2, per cent. The relative position is the same as in the previous quinquennium.

DISTRIBUTION OF PUPILS ACCORDING TO STAGES OF INSTRUCTION.

21. The educational position of a province must, however, be judged not only by the total number of pupils at school, but also by the number of those pupils who have reached the higher stages of instruction. Judged by this standard, too, there has been an advance, for, while in the year 1906-07 out of every 100 boys who were actually in public institutions, 93·3 were in the

primary stage, 3·6 in the middle stage, 2·9 in the high stage, and 0·2 were in the collegiate stage, the percentage in the primary stage is now 91·9, in the middle stage 4·5, and in the other two stages 3·3 and 0·3, respectively. The figures for girls' schools, too, show a slight tendency towards improvement, though the difficulty of inducing girls to remain in schools for more than one or two years still exists, and will be noticed in the appropriate place. It is satisfactory to see that the figures for collegiate and secondary education no longer show signs of stagnation or decline.

INSTITUTION ACCORDING TO MANAGEMENT.

22. Table XI gives the figures for the management of the different schools. Of the total number of institutions, 271 are now managed by the Department and 4,268 by District Boards, 16,542 are aided, 3,469 unaided, and the other 2,165 are private. The number of Government schools has increased by 25·3 per cent. in Eastern Bengal and by 33·8 per cent. in Assam. This is due mainly to the provincialisation of a number of girls' schools, to the establishment of schools for the encouragement of education among backward races, and to other causes which will be detailed in their proper place. The large increase in the number of Board schools was confined almost entirely to Eastern Bengal, where, as will be seen in a later chapter, an attempt was made to effect an improvement in the system of primary education by the establishment of a number of schools under the direct control of the Boards. The comparatively small increase in the number of aided schools was the result of the policy of concentrating grants, which was followed in both portions of the Province. The statistics for private schools are admittedly untrustworthy, but may be taken to indicate that the Department has met with success in its efforts to induce these schools to conform to departmental standards. Board schools are a special feature of the educational system in Assam and were responsible for the education of 69·7 per cent. of the total number of pupils in 1911-12, against 70·4 per cent. in 1906-07, while aided and unaided schools educated 16·5 and 6·3 per cent., against 16·6 and 4·7 per cent., respectively. Aided and unaided schools, on the other hand, form the majority in Eastern Bengal and were responsible for the education of 67·5 and 17 per cent. of the pupils, against 74 and 14·7 per cent. Board schools are, however, slowly coming into prominence in this part of the Province, as is apparent from the fact that, whereas in the previous quinquennium 0·9 per cent. of the pupils attended these schools, the figure is now 8·7 per cent.

RACE AND CREED OF SCHOLARS.

23. Table XV shows the classification of pupils according to race and creed. The most striking facts are that while the number of Hindus in public institutions has risen from 354,628 to 453,000 their proportion to the whole number has fallen from 48·6 to 44·2, while the number of Muhammadans has increased from 364,791 to 533,333 and their proportion from 47·3 to 51·9. During the last decade the number of Muhammadans has risen by 46·2 per cent., while the number of Hindus shows an increase of only 27·7 during that period. The progress among the Muhammadans would be the more satisfactory, were it not confined almost entirely to the lower stages. There are, however, indications that higher education is gradually becoming popular among the members of that community.

LANGUAGES LEARNT BY SCHOLARS.

24. The number of pupils learning the vernacular, classical languages, and English, is given in Tables XVII and XVIII. The number learning English in public institutions has increased from 72,019 to 140,325 or from 9·6 to 13·8 per cent. The increase is due partly to a large influx of pupils into the middle classes of high schools and partly to the non-observance, in unaided high

schools, of the rule which prohibits the study of English in the two lowest classes. The number reading the vernacular has risen from 671,692 to 1,015,223, or from 89·5 to 98·9 per cent., in consequence of the fact that this subject has been made compulsory in the Matriculation Examination. The number of students who take up a classical language has only advanced from 143,479 to 144,705; for the decline in percentage from 19·1 to 14·1 no explanation is forthcoming. Of every hundred children of school-going age 2·8 per cent. are now learning English, while the remainder are all learning a classical language or the vernacular. The proportion of pupils who are reading English shows a considerable increase.

Expenditure.

GENERAL ANALYSIS.

25. The total expenditure on education has increased from Rs. 35,13,709 in 1901-02 and Rs. 51,81,440 in 1906-07 to Rs. 80,46,361 in 1911-12. There has thus been an increase of 55·2 per cent. during the quinquennium, as compared with an increase of 46·6 per cent. during the five years before. This increase was shared by direct and indirect charges alike.

COST PER HEAD OF POPULATION.

26. With the increase in the total expenditure, the average annual cost for each member of the population has risen from two annas seven pies to three annas six pies. To this increase public funds contributed six pies and private funds five pies, the expenditure from these sources having risen from one anna three pies to one anna nine pies, and from one anna four pies to one anna nine pies, respectively. The cost in each of the Divisions is given below:—

	Public funds.		Private funds.	
	As.	P.	As.	P.
Dacca	1	4	2	2
Rajshahi	0	10	1	4
Chittagong	1	5	0	2
Surma Valley	1	11	1	4
Assam Valley	2	4	0	9

Compared with the year 1906-07, there is a slight increase in each of these figures.

SOURCES OF EXPENDITURE.

27. Of the total expenditure of Rs. 80,46,361, Rs. 40,10,524 was met from public funds and Rs. 40,35,837 from private sources. In the year 1901-02, public funds contributed 36·7 per cent. of the total expenditure, in 1906-07 48·9 per cent., and in 1911-12 49·8 per cent., and private funds supplied 63·3 per cent., 51·1 per cent. and 50·2 per cent., respectively.

PROVINCIAL REVENUES.

28. The estimated receipts and expenditure provided for in the Provincial Budget for the year 1911-12 were Rs. 3,43,884 and Rs. 35,93,990, respectively, compared with Rs. 2,67,574 and Rs. 15,95,697 in 1906-07. Increased receipts are shown under the head of "Fees" and "Miscellaneous receipts," while the expenditure has increased under every head, except "Educational buildings." Towards the total expenditure from public funds, Provincial revenues contributed 50·1 per cent. in 1906-07 and 63·1 per cent. in 1911-12.

LOCAL FUNDS.

29. Local Funds include assignments from Provincial and Imperial revenues made over to District Boards for educational purposes.

The expenditure on education from local funds rose from Rs. 6,69,073 in 1901-02 and Rs. 11,78,596 in 1906-07 to Rs. 14,29,009 in 1911-12, or by 21·2 per cent. during the quinquennium under review. 60·6 per cent. of the total direct expenditure from public funds was met from this source in 1906-07, and 49·6 per cent. in 1911-12. It may be noted that the contributions to education from District Funds proper remain nearly stationary, and that the increase in expenditure from local funds was therefore due, in reality, to the liberal grants received from Government. Of the total District Board expenditure on education 9·9 per cent. was devoted directly to secondary education, and 61·8 per cent. directly to primary education.

MUNICIPAL FUNDS.

30. In both parts of the province the proportion of their ordinary income which municipalities must spend on education has been fixed by Government. The minimum thus prescribed is 3·2 per cent. in Eastern Bengal, and 3 per cent. in Assam.

The total Municipal expenditure on education increased from Rs. 26,265 in 1901-02 and Rs. 31,933 in 1906-07 to Rs. 47,556 in 1911-12. It thus represented 2·0 per cent. of the total direct expenditure from public funds in the year 1906-07 and 1·7 per cent. in 1911-12. Of the total Municipal expenditure in the latter year, 10·3 per cent was devoted directly to secondary schools and 62·4 per cent. directly to primary schools.

FEES.

31. Turning now to expenditure from private sources we find that the total receipts from fees rose from Rs. 15,59,806 in 1901-02 and Rs. 18,55,629 in 1906-07 to Rs. 30,15,473 in 1911-12, or by 62·2 per cent. during the quinquennium under review. It is satisfactory to see that the increase in the income from this source has kept pace with the growing number of pupils. In Arts Colleges the number of pupils has increased by 149·7 per cent. and the fees realised by 129·6 per cent. In secondary and primary schools the number of pupils has increased by 61·7 and 33·2 per cent., and the fee-receipts by 70·4 and 29·5 per cent. respectively. In special schools, while the number of pupils has fallen by 18·1 per cent., the fee-income has increased by 28·7 per cent. These results are due largely to the introduction, at the suggestion of the Department, of higher rates of fees in colleges and schools of all grades, especially in secondary and special schools.

SUBSCRIPTIONS, ENDOWMENTS AND OTHER SOURCES.

32. Fee-receipts are a sign of the willingness of parents to pay for the education of their children. Receipts from subscriptions and similar sources indicate the value which well to-do members of the community set upon the progress of education. The expenditure from these sources has increased from Rs. 6,66,538 in 1901-02 and Rs. 7,87,159 in 1906-07 to Rs. 10,20,364 in 1911-12. Table XXIV shows that the percentage of the total receipts which was realised from these sources declined during the previous quinquennium from 19·0 to 15·2, and, in spite of the increased total, the period under review shows a further fall in percentage to 12·7.

DIRECT AND INDIRECT EXPENDITURE.

33. Money spent on education is devoted either to the direct maintenance of educational institutions, or to meeting other charges, such as those for

the superintendence of hostels, for buildings, for furniture, and for scholarships. The former are called direct and the latter indirect charges. To the one the public are expected to contribute a large share, while their co-operation is rarely sought to meet indirect charges. A glance at Table XIV shows the present position. In secondary and primary schools, the major portion of the direct expenditure is met from private funds, including fees. Of the total direct expenditure on secondary schools, which amounted in 1901-02 to Rs. 12,62,972, in 1906-1907 to Rs. 15,62,274, and in 1911-12 to Rs. 24,61,313, no less than 80·9 per cent., 79·1 per cent., and 79·3 per cent., respectively, was borne by private funds. Again, of the total direct expenditure on primary schools, amounting in those years to Rs. 12,60,843, Rs. 16,02,756, and Rs. 21,26,670, respectively, 64·4 per cent., 54·4 per cent., and 59·2 per cent., was met from private funds. In the cases of colleges and special schools, however, public funds contribute a larger share. Of the total indirect charges, on the other hand, which amounted to Rs. 6,62,018 in 1901-02, Rs. 14,97,890 in 1906-07, and Rs. 24,85,652 in 1911-12, only 31·0 per cent., 19·2 per cent., and 24·6 per cent. was contributed in those years from private funds.

Direct expenditure.

34. The direct expenditure on collegiate education has risen during the last five years from Rs. 1,80,612 to Rs. 4,55,642, or by 152·2 per cent., and that on secondary schools for boys from Rs. 15,27,737 to Rs. 23,73,393, or by 55·3 per cent. The expenditure on secondary schools from Provincial revenues shows an increase of Rs. 1,32,912, due partly to the provincialisation of three high schools and to the improvement of the staffs of Government schools, and partly to the enhanced grants-in-aid given to high and middle schools. The expenditure on primary schools for boys shows an increase from Rs. 15,03,811 to Rs. 19,05,082, or 26·6 per cent., towards which every source of expenditure has contributed. The increase of Rs. 28,198 in the cost to Provincial revenues was chiefly due to the increased cost of the practising schools attached to the *guru*-training schools. The increase of Rs. 1,64,889 in the District Fund expenditure was due to the allotments made to the Boards from Imperial Funds for the improvement of primary education.

The expenditure on female education increased from Rs. 1,33,482 to Rs. 3,08,908, or by 131·4 per cent. The expenditure from Provincial revenues rose by Rs. 64,930, largely because of the provincialisation of the Alexander and Faridpur Girls' Schools, and of the increased cost of the Eden High School.

Special schools include medical schools, technical and industrial schools, training schools, madrassas, and tols. The expenditure upon these schools rose from Rs. 3,37,908 to Rs. 5,17,684, or by 52·9 per cent. The increase in expenditure from Provincial revenues was due partly to the improvement of the staffs of the Normal and *guru*-training schools, and partly to the increase in the number and value of stipends awarded in connection with those schools.

Indirect expenditure.

35. The following table illustrates the growth of indirect expenditure:—

Head of Expenditure.	Amount in 1906-07.	Amount in 1911-12.	Percentage of increase in 1911-12.	Percentage of increase in 1906-07.
	Rs.	Rs.		
Scholarships ...	1,25,719	1,43,872	14·4	19·7
Buildings	6,87,807	9,73,773	41·5	454·5
Furniture	71,704	2,11,689	195·2	139·3
Superintendents ...	4,06,939	6,13,599	50·7	48·8
Miscellaneous ...	2,05,721	5,42,719	163·8	39·6

The increased sum spent on buildings from Provincial revenues is due largely to the extension of the hostel system, and also in part to special building grants given to high schools, middle *madrassas*, and girls' schools. The increase under this head in the District Fund expenditure is due to the cost of constructing buildings for Board primary schools.

The expenditure upon furniture increased in consequence of the special grants made for this purpose from Provincial revenues to high, middle, and *guru*-training schools, and from District Funds to Board primary schools; while the rise in miscellaneous charges is largely due to the better arrangements made for the superintendence of hostels.

The increased expenditure upon scholarships is accounted for by the creation of special scholarships for girls and backward classes, and by an increase in the number of scholarships awarded. The total expenditure under this head rose from Rs. 1,25,719 in 1906-07 to Rs. 1,43,872 in 1911-12, but its percentage to the total expenditure on education remained almost unchanged.

The cost of superintendence, which is met entirely from public funds, rose from Rs. 4,06,939 to Rs. 6,13,599. The increase of Rs. 3,22,852 in the expenditure from Provincial revenues was due to the retransfer of Sub-Inspectors of Schools from the control of District Boards to that of Government, and to the strengthening of the inspecting staff. The transfer of the Sub-Inspectors also accounts for the decrease in the expenditure from District Funds from Rs. 1,41,725 to Rs. 25,388. The small remaining expenditure from these funds is due to the retention of Assistant Sub-Inspectors in Bakarganj, and Inspecting Pandits in Dacca and Faridpur. The expenditure under this head from Municipal Funds represents the cost to the Municipality of Dacca of maintaining an Inspecting Pandit and an Inspecting Munshi.

COST OF EDUCATING A PUPIL.

36. The average cost in 1911-12 of educating a pupil in institutions of different classes was Rs. 13·1 in a secondary school, Rs. 2·5 in a primary school, Rs. 98·2 in a training school, and Rs. 19·3 in other special schools.

These figures may be compared with those of 1901-02 and 1906-07, when the average cost of educating a pupil in a secondary school was Rs. 13·5 and Rs. 12·1, respectively, and the cost in a primary school Rs. 2·6 and Rs. 2·5.

SUMMARY.

37. A summary of the expenditure from different sources is given below :—

			Rs.	
Expenditure from	Provincial revenues	...	25,33,959 or 31·5	per cent. of the total.
Ditto	District Board funds	...	14,29,009 or 17·7	ditto.
Ditto	Municipal funds	...	47,556 or ·6	ditto.
Ditto	fees ...	...	30,15,473 or 37·5	ditto.
Ditto	all other sources	...	10,20,364 or 12·7	ditto
	Total	...	80,46,361	

CHAPTER III.

CONTROLLING AGENCIES.

EDUCATION DEPARTMENT.

38. A description of the educational services in the province was given in the last Quinquennial Review, and need not now be repeated in detail. A brief mention must, however, be made of the steps which have been taken to make the conditions of the services in Assam uniform with those in Eastern Bengal.

The Education Department in Eastern Bengal is divided into a superior and an inferior service. The former consists of two branches called respectively the Indian and the Provincial Educational Services, while the inferior service is known as the Subordinate Educational Service. Below these there is the Lower Subordinate Educational Service, which was created in the year 1905 to take the place of a number of ungraded appointments on different rates of pay. No such division of the services existed in Assam at the beginning of the quinquennium. There, the Principal and Professors of the Cotton College were given salaries on an incremental scale, and in the year 1905 two officers, one in the Indian Educational Service and the other in the Provincial Educational Service, were appointed to strengthen the inspecting staff. For the others there were no uniform graded services. Different rates of pay, in some cases fixed and in others incremental, were attached to posts of different kinds, while the pay of teachers was in no case personal but depended on the scale fixed for the school in which they were serving. During the quinquennium under review the pay of the staff of the Cotton College was brought into line with that of the Professors at Government Colleges in Eastern Bengal, and the cadres of the Provincial and Subordinate Educational Services were enlarged so as to include all officers on similar rates of pay in Eastern Bengal and Assam. The Lower Subordinate Educational Service, on the other hand, has proved a failure ever since its institution, and no steps were therefore taken to extend its cadre so as to include officers serving in Assam.

INDIAN EDUCATIONAL SERVICE.

39. When the province was first constituted, the cadre of the Indian Educational Service was fixed at six. Numerous additions have, however, been made to it, and the total number of sanctioned appointments now amounts to 20. These appointments include the Assistant Director, four Inspectors of Schools, the Principal and Vice-Principal of the Dacca Training College and the Headmaster of the Dacca School of Engineering. The other posts are all attached to Government Colleges. All the sanctioned posts in this service have already been filled.

PROVINCIAL AND SUBORDINATE EDUCATIONAL SERVICES.

40. During the quinquennium under review, the cadres of the Provincial and Subordinate Educational Services were definitely separated from the Bengal cadres, and enlarged so as to meet the requirements of the new province. The Subordinate Educational Service now includes the Sub-Inspectors of Schools, who were formerly servants of the District Boards, but have now been brought under the direct control of the Department. The provincialization of these Sub-Inspectors and the consequent improvement in their prospects has led to an improvement in their work, but, as the Inspector of the Dacca Division points out, "owing to inequalities of pay, dissatisfaction still exists which handicaps the department in recruitment. While some Deputy Inspectors are on Rs. 75 in class VI of the Subordinate Educational Service, there are Sub-Inspectors drawing Rs. 125. This state of things is perhaps inseparable from the accidents of a graded service, but such anomalies could be reduced

to narrow limits by fixing a minimum pay for various appointments." The cadres of the two services, as originally constituted, consisted of 51 and 450 appointments respectively, but additional appointments have been sanctioned in connection with the various schemes of reform inaugurated during the last five years, and the actual number of appointments in the Provincial Service has therefore risen to 74, and that in the Subordinate Service to 484. In addition to these, there is an appointment on a special rate of pay (Rs. 500—40—700) which is held by the Lady Principal of the Eden High School for Girls at Dacca.

LOWER SUBORDINATE EDUCATIONAL SERVICE.

41. On the formation of the province, the cadre of the Lower Subordinate Service was fixed at 314, but it, too, has been enlarged in connection with the scheme for strengthening the inspecting agency and to meet other requirements, and the total strength is now 375. The condition of this service, as has already been mentioned, is far form satisfactory; and a further reorganisation is contemplated in connection with the improvement of secondary schools.

UNGRADED OFFICERS.

42. The number of officers holding ungraded posts on 31st March 1912 was 431. The pay of these posts ranges from Rs. 10 to Rs. 350.

DIRECTION AND INSPECTION.

Direction.

43. The large increase of work which has resulted from the increased educational activity of the past few years has necessitated the appointment of an Assistant Director of Public Instruction. The appointment was sanctioned in the year 1907-08, and is held by a member of the Indian Educational Service.

General Inspecting Agency.

44. The scheme for the improvement of the inspecting agency was fully described in paragraph 46 of the last Quinquennial Review. The following table shows the strength of this agency in each Division as it stood at the end of the period under report and as it will stand when full effect is given to the scheme:—

Division.	Number of Inspecting officers at the end of 1911-12.					Number of Inspecting officers who will be employed when full effect is given to the scheme.				
	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.
Dacca	3	3	17	54	17	3	3	21	61	26
Rajshahi ...	1	2	13	39	3	1	2	13	42	9
Chittagong ...	2	2	9	33	2	2	2	10	38	9
Assam Valley ...	1	1	13	9	...	1	1	13	9	...
Surma „ ...	1	...	7	14	...	1	...	7	14	...
Total ...	8	8	59	149	22	8	8	64	164	44

Inspection.

45. The scheme sanctioned by the Secretary of State in his despatch No. 33-Public of the 9th of March 1906 provided for the appointment of three more Inspectors, so that there might be two such officers in each of the Divisions in Eastern Bengal. The three Inspectors have since been appointed, but it has been found impossible to post two to each Division owing to the exceedingly large number of high and middle schools in the Dacca Division, which requires a staff of at least three Inspectors for its adequate supervision. The Rajshahi Division, therefore, is still under the control of one Inspector, but the large area of this Division makes the appointment of a second Inspector highly desirable.

Duties of Inspectors.

46. Under the rules approved in Government order No. 1205E., dated the 20th of May 1908, the second Inspectors posted to each Division in Eastern Bengal have immediate charge of separate areas (called circles) which are defined by the Local Government, but are under the control of the Divisional Inspector. The Divisional Inspector is responsible for the state of education throughout the Division, and takes charge of all important schemes. The second Inspector is responsible to the Inspector for his own circle. Inspectors throughout the province have special charge of high schools and of training schools for the vernacular teachers of secondary schools. They are required to spend at least 160 days on tour, and to inspect annually at least 10 per cent. of the middle schools, 50 per cent. of the model girls' schools, 20 per cent. of the lower primary schools in class I, and 5 per cent. of the aided primary schools in their circle. While the duties and responsibilities of the Inspectors have thus been clearly defined, the importance of the position of Divisional Inspectors has been greatly enhanced by the devolution of some of the powers which were formerly exercised by the Director. These include the administration of recurring grants-in-aid, the authority to sanction minor works within fixed limits, the departmental control of District and Local Board budgets, and the administration of the Subordinate Educational Service up to a certain grade.

Assistant Inspectors.

47. All the seven additional Assistant Inspectors sanctioned under the scheme have been appointed. Three are now attached to the Dacca Division, two to each of the Rajshahi and Chittagong Divisions, and one to the Assam Valley. They all belong to the Provincial Service. Where there is only one Assistant Inspector, his jurisdiction is co-extensive with that of the Divisional Inspector, but, in Divisions where there are more than one, the Inspector assigns to each a certain area at the beginning of the year. It is not necessary that the jurisdiction of each should be changed every year, but it has been laid down that each officer should be given an opportunity of acquainting himself with the state of education throughout the Division.

Duties of Assistant Inspectors.

48. The duties of Assistant Inspectors have been defined in Government letter No. 270E., dated the 1st February 1908. They are primarily the Inspectors of middle schools of all grades. Subject to this limitation, Assistant Inspectors are required to devote a portion of their time to the inspection of all high schools other than those maintained by Government. Government high schools and first grade training schools they should visit only when directed to do so by the Inspector. They are also required to visit five per cent. of the primary schools within their jurisdiction. They must ordinarily be on tour for 180 days in the year.

Deputy Inspectors.

49. The number of Deputy Inspectors sanctioned under the new scheme was 26, and of these all but five have been appointed; there are now 59 officers of this rank in the Province. Seventeen are assigned to the Dacca Division, 13 to the Rajshahi Division, 9 to the Chittagong Division, 13 to the Assam Valley and 7 to the Surma Valley.

Duties of Deputy Inspectors.

50. With the increase in the number of Deputy Inspectors, the question of the division of duties among the various officers in each district came up for consideration, and provisional rules were framed during the period under review. For the purpose of educational administration the district is still considered to be the unit, and the Deputy Inspector in charge of the education in the district is now styled the "District Deputy Inspector of Schools." For the purpose of inspection the district has been divided into as many circles as there are Deputy Inspectors, each being placed under an officer styled simply "Deputy Inspector of Schools," the old title of Additional Deputy Inspector being abolished. The District Deputy Inspector of Schools is the chief executive officer of the Department in the district, and is responsible for the state of middle and primary education therein. He is the educational adviser of the District Magistrate, to whom he is subordinate in matters relating to primary education, and of the Board, of which he is an *ex-officio* member. He is in immediate charge of the Sadar subdivision or of such other unit as may be assigned to him, and is authorised to tour in the jurisdiction of each of the Deputy Inspectors for a few days in the year (generally 20), in order to acquaint himself personally with the state of education throughout the district. All questions involving any principle pass through him, while the actual working out of current schemes is, as far as possible, entrusted to the Deputy Inspectors.

A Deputy Inspector supervises the work of the Sub-Inspectors and Assistant Sub-Inspectors placed under his charge, and is primarily responsible for the state of middle and upper primary schools. Besides the *in situ* inspection of these schools, he has other duties, the more important of which are the following :—

(*i*) The conduct of the *in situ* examinations held, at the conclusion of the Middle Vernacular and Middle English Course, for pupils who are closing their school career at that stage.

(*ii*) The testing of the manner in which promotions are given in the different schools.

(*iii*) The selection of candidates for the Upper Primary Scholarship Examination.

(*iv*) Advising the Assistant Inspector in the preliminary selection of candidates for middle scholarships.

(*v*) The making of arrangements for the Upper Primary Scholarship Examination.

(*vi*) The preparation of the annual list of candidates for admission to the Divisional Normal School.

(*vii*) The frequent inspection of lower primary schools with a view to testing the work of Sub-Inspectors, with special reference to the method of aiding these schools; the inspection of all Board lower primary schools at least once a year; and the inspection of each *guru*-training school twice a year.

In practice, Deputy Inspectors have in addition to these duties to look after middle English schools, for it not infrequently happens that the Assistant Inspector cannot visit all these schools even as often as once in two years. A Deputy Inspector is required to spend not less than 210 days on tour in each year. The minimum for a District Deputy Inspector, who has more administrative duties, is 180 days.

Sub-Inspectors.

51. Reference has already been made to the transfer of the Sub-Inspectors employed by the District Boards in Eastern Bengal to the Department, and to their inclusion in the Subordinate Educational Service. The measure has proved beneficial to the officers and to the Department alike. It has improved the prospects of the former, while, as in other Provinces, the whole duty of the inspection of schools has now been laid upon the Department. Although their services have been provincialised, Sub-Inspectors still work under the control of the Chairman of the District Board, to whom copies of their diaries are submitted every month. In Assam the number of Sub-Inspectors has remained practically stationary, but in Eastern Bengal the strength of the staff has been considerably increased. Two Sub-Inspectors in the Dacca Division and one in each of the Rajshahi and Chittagong Divisions has been specially deputed for the inspection of *maktabs* and Madrassas.

Duties of Sub-Inspectors.

52. Sub-Inspectors are primarily concerned with the lower primary and indigenous schools in their circles. Besides the *in situ* inspection of each school of the former class, they are required to select candidates for lower primary scholarships, to test the promotion of boys in lower primary schools, to take special care of the Board lower primary schools, to encourage primary education in backward localities, and to instruct the *gurus* in the art of teaching. A Sub-Inspector is not, as a rule, permitted to visit middle and upper primary schools, but efficient Sub-Inspectors are often deputed by Deputy Inspectors to visit these schools for special purposes. As Deputy Inspectors are generally recruited by the promotion of Sub-Inspectors, this delegation of work is useful, inasmuch as it tends to familiarise them with the work of schools of higher grades.

Under the old rules, Sub-Inspectors of Schools in Eastern Bengal were required to tour for at least 200 days in the year, and were permitted to count half the number of days, during which they were engaged in report and return work, as days spent on tour, while in Assam Sub-Inspectors were required to be on tour for 260 days in the year. Uniform rules have now been made for the whole Province, under which Sub-Inspectors are required to tour for at least 230 days in the year, and may not reckon towards this total any part of the time spent on the preparation of the annual report.

Assistant Sub-Inspectors.

53. In the year 1906-07 there were 13 Assistant Sub-Inspectors in the province, all employed by the District Boards in Eastern Bengal, and 31 additional appointments were sanctioned under the new scheme. Nine of these were filled up during the period under review, but further recruitment has been stopped on the ground that the pay offered does not attract men of suitable qualifications. It has been decided gradually to replace officers of this class by Sub-Inspectors.

Duties of Assistant Sub-Inspectors.

54. Assistant Sub-Inspectors perform the same duties as Sub-Inspectors, but in view of their humble qualifications they are generally placed in charge of less important areas.

Inspecting Pandits.

55. In addition to the officers already enumerated, there were, on the 31st of March, 1912, 61 Inspecting Pandits or *Guru*-Instructors. These pandits were originally intended to act more as peripatetic teachers than as inspecting

officers. They have proved themselves useful in opening new schools in backward localities and in inducing indigenous schools to adopt departmental methods, but their attainments are so low that they have failed to fulfil the purpose for which they were appointed. Their posts are therefore being gradually abolished, the existing incumbents being provided with other posts as opportunity occurs. It is hoped that within the next five years the reform will have been completed, and a sufficiently large number of Sub-Inspectors appointed to render these pandits no longer necessary.

AVERAGE NUMBER OF PUPILS PER INSPECTING OFFICER.

56. The large increase in the number of inspecting officers has greatly reduced the number of schools and pupils which each is called upon to supervise, but even now the figures can hardly be regarded as satisfactory. The average number of schools and pupils in charge of each of the Inspectors in the Dacca Division is now 3,629 and 134,579, respectively, in the Chittagong Division the figures are 2,785 and 71,031, while the Inspector of Schools at Rajshahi has 6,060 schools and 241,154 pupils under his control. The number of schools under the charge of each Assistant Inspector was 3,626 in the Dacca Division, 3,030 in the Rajshahi Division, and 2,768 at Chittagong, while for Deputy Inspectors the figures in those Divisions were 635, 463, and 614, respectively, and for Sub-Inspectors 185, 138 and 158.

In the Assam Valley the number of schools under the control of the Inspector and of the Assistant Inspector was 1,915, while each Deputy Inspector was responsible for 146 schools and each Sub-Inspector for 112. In the Surma Valley the figures for the past three years show that the average number of schools under the charge of the Inspector was 1,758, of each Deputy Inspector 225, and of each Sub-Inspector 124.

"More Sub-Inspectors," observes the Inspector of the Chittagong Division, "are a necessity, in view of the fact that 90 schools per officer has been very rightly considered the highest limit for the purpose of really efficient work."

METHOD OF INSPECTION.

57. No fresh rules for the guidance of inspecting officers in either portion of the province were issued during the period under review. In Eastern Bengal the detailed instructions issued by the Government of Bengal in letter No. 95T.—G., dated the 10th of May 1901, are still observed. These rules direct inspecting officers not to devote their whole time and attention simply to teaching and examining, but to look into all matters relating to the management, teaching, and maintenance of discipline in the schools which they visit. In Assam the rules followed are those contained in the Assam Manual. These rules require inspecting officers to pay special attention to the capacity of the school staff in number and qualifications; to see that the teachers are adequately paid, and that the teaching and discipline are such as to exert a healthy influence on the manners, conduct, and character of the pupils: to examine with care the furniture, maps, and school apparatus, and, when these are inadequate, to take the necessary steps for their supply; to examine the registers and accounts; and in general to bear in mind that their duties comprise not only the examination of the schools which they visit, but the instruction of the *gurus* in the art of teaching.

Although these rules remained unchanged, a fresh emphasis was laid on the need for up-to-date methods of inspection by the deputation of several inspecting officers to the Training College, and by the institution of a Departmental Examination for Deputy and Sub-Inspectors. This examination is called the lower grade examination, and is held by the Central Board of Examiners. It was instituted in the year 1907, and candidates are examined in the following subjects:—(1) Vernacular literature, (2) The Art of Teaching, Discipline, and Organisation, and (3) Departmental rules and orders. The results of the examination have hitherto been very unsatisfactory. The large percentage of failures is ascribed to the fact that inspecting officers are kept so continuously at work, that they are unable to devote sufficient time to

preparation. To obviate this difficulty, the Board of Examiners in their seventh meeting, held on the 18th of March, 1912, resolved that the Director of Public Instruction should be moved to sanction a system of study-transfer, whereby Deputy and Sub-Inspectors might be compelled to exchange appointments for a period not exceeding one session with teachers in Government schools, each retaining his own pay, and that no inspecting officer thus transferred should be allowed to revert to the inspecting line without having passed the examination. The matter is still under consideration.

Special Inspectors.

58. As the number of European schools in the Province is very small, no separate Inspector of European Schools has been appointed, and the schools have been placed under the control of the Divisional Inspector at Dacca. Mention may here be made of the fact that the Head Lama of the Darjeeling High School is entrusted with the inspection of an indigenous school in the Duars in which instruction is conveyed through the medium of Tibetan, while the Pali teacher of the Chittagong Collegiate School, and the Persian teacher of the Gauhati Collegiate School inspect the Burmese schools in Cox's Bazar and the Persian classes of some of the high schools in the Assam Valley, respectively.

Female Inspecting Agency Staff.

59. No such agency existed before the year 1908-1909. In that year an Inspectress was appointed by the Secretary of State, and in the following year two Assistant Inspectresses, both in the Provincial Service, were added to her staff, while in 1910-11 the appointment of a second Inspectress was sanctioned. One of the Inspectresses has been placed in charge of the Dacca, Rajshahi, and Assam Valley Divisions, together with the Khasi and Jaintia Hills, while the other is in charge of the Chittagong and the Surma Valley Divisions. The two Assistant Inspectresses have been posted to Dacca and Tippera respectively.

Duties.

60. The Inspectresses are the advisers of the Department in all matters relating to the education of Indian girls and women. They are entitled to inspect all institutions for the education of girls and women within their own circles, except the Eden High School at Dacca, and are directly responsible for the administration of Government high and middle schools for girls, *purdah* schools, training classes for girls (whether Government, aided or unaided), and zenana education of all kinds. In addition to the performance of these duties the Inspectress at Dacca prepared manuals for the use of teachers in elementary schools, acted as Secretary to the Female Education Committee, and assisted the Inspector of European Schools with the inspection of all recognised schools for European girls.

The Assistant Inspectresses are under the direct control of the Inspectresses, and their duties have been defined in Government order No. 812E., dated the 9th of June 1911. They are responsible for the efficient inspection of middle and primary schools for girls, and of zenana and home classes for women. They are not entitled to visit high schools for girls, except when specially directed to do so. They must each tour for 150 days during the year, and during their visits of inspection they must not only satisfy themselves as to the condition of the schools visited and the attainments of the pupils, but must also utilise the occasion for giving instruction to the staff in the methods suitable for teaching the subjects prescribed, especially needlework, handiwork, and domestic science.

CENTRAL BOARD OF EXAMINERS.

61. A Board called the Central Board of Examiners was established by Government Notification No. 3097E., dated the 24th of November 1909.

The eight members of the Board include the Principal of the Dacca Training College, who is *ex-officio* President, and the Vice-Principal of the same College, who is *ex-officio* Secretary. The duties of the Board are:—

(1) to control and supervise the examinations entrusted to it;
(2) to appoint examiners for the conduct of the several examinations;
(3) to moderate the question papers;
(4) to receive the marks, to tabulate them, and to determine the success and failure of the candidates;
(5) to notify the results of the several examinations in the Government Gazette under the signature of the Secretary to the Board;
(6) to issue certificates on the results of the examinations;
(7) to receive the prescribed fees from candidates, and to distribute remuneration where permissible; and
(8) to advise the Director of Public Instruction with regard to the syllabus of studies of the several examinations, the conduct of which is entrusted to them.

The following is a list of the examinations now conducted by the Board:—

1. The examination of Normal schools.
2. The examination of the training classes at Jorhat and Silchar.
3. The Departmental Examinations.
4. The Madrassa examinations in Assam.
5. The *Tol* examination in Assam.
6. The examination of apprentice teachers in Assam.
7. The examination of the Maulvi-training classes in Eastern Bengal.
8. The examination of the female training classes attached to the Eden High School at Dacca.

RESPONSIBILITIES OF EXECUTIVE OFFICERS.

Primary Education.

62. The influence of Magistrates and other executive officers in furthering the cause of primary education in their districts can scarcely be over-estimated. It is laid down in one of the circulars still in force in Eastern Bengal that "a District Officer fails in the discharge of one of his most important functions who does not do all he can to promote and develop a sound and efficient system of primary education." In Assam the instructions are still more explicit. They enjoin district and Sub-divisional Officers not to lose any opportunity of inspecting schools, not only at their head-quarters, but also while on tour. "Such inspections must be considered as much a part of their tour programme as any other work which they have to do in camp. Their special attention should be given to village lower primary schools. These schools should also be inspected by Extra Assistant Commissioners, Sub-Deputy Collectors, and Tahsildars when on tour. In ordinary cases it will suffice if inspecting officers record their remarks in the school inspection-book; but if any point is remarked on which action is required, the Deputy Inspector of Schools should be specially addressed on the subject. A record must be kept of the inspections made by all officers of the executive staff and full information on the subject should be furnished to the Director of Public Instruction for incorporation in his annual report."

There is no doubt that the influence which a Magistrate possesses can do a great deal to help the Department in furthering the spread of primary education, and inspecting officers of every grade are required to co-operate loyally with the local Executive officers.

Higher Education.

63. Similar co-operation between Educational and Executive officers is essential for the efficient control of education in its higher branches, though

here the Educational officers are primarily responsible. It is the desire of Government that "administrative officers should visit Colleges and high schools frequently, enter more freely into consultation with Head masters and Inspectors regarding the advancement of education, offer suggestions for improvements in the accommodation provided for students and teachers and in the moral and sanitary aspects of their surroundings, encourage sports, preside at distributions of prizes and in these and similar ways evince a deeper personal interest in the matter of education." The recent orders under which Commissioners and District Magistrates have been made Presidents of the Governing Bodies of Colleges and of the Managing Committees of Government High Schools will, it is hoped, lead to closer co-operation between the two departments, and a circular order has recently been issued with the same object, in which the duties of officers of the two departments are thus defined:—

(*i*) The Executive authorities are responsible for the fostering and development of primary education; the Education Department for the efficiency of its standards, instruction, and inspection. But this does not absolve Educational officers from the duty of pointing out to the Executive authorities the needs of any particular district or subdivision, and of consulting them in all efforts to improve primary education.

(*ii*) The Education Department is responsible for the direct control and management of Government Colleges and schools; but its officers should take every opportunity of consulting and of inviting the co-operation of the Civil authorities in all questions of importance touching such institutions.

(*iii*) Executive and Judicial officers of higher rank are at liberty to inspect schools of all grades, either in their official capacities or as members of visiting committees.

CO-OPERATION OF EDUCATIONAL WITH EXECUTIVE OFFICERS.

64. The Divisional Inspectors are unanimous in stating that during the past five years the majority of Executive officers have taken a great interest in the advancement of both primary and secondary education. In every Division the Commissioner, the Collectors, and the Subdivisional Officers visited schools of all grades in their respective jurisdictions, and rendered much assistance to the cause of education by their advice and co-operation.

MANAGEMENT OF DISTRICT AND MUNICIPAL BOARDS, AND DISTRICT AND LOCAL BOARDS.

65. The powers and duties of District Boards are laid down in the Local Self-Government Act of 1885 and in the rules framed under that Act. These will be found fully described in paragraph 54 of the last Quinquennial Review, and may be briefly recapitulated here. In the case of schools under public management, District Boards have been charged with the maintenance and management of all primary and middle schools, the construction and repairs of all school buildings, the appointment of masters and assistant masters, and the payment of salaries; while in the case of schools under private management they are responsible for the distribution of grants-in-aid. In addition to these duties, Boards are required to supervise the work of Sub-Inspectors and Inspecting Pandits, to make arrangements for the conduct of the Lower Primary Scholarship examination, and to award scholarships thereon.

The transfer of Sub-Inspectors from the control of the District Boards to that of the Department has already been mentioned. The only other change introduced during the quinquennium was the appointment in each district in Eastern Bengal of a District Deputy Inspector who is the educational adviser, and, as such, an *ex-officio* member of the Board. All questions of a general nature such as the distribution of funds allotted to the Board for the purpose of education, the opening or closing of schools, the renewal or increase of

grants, and the initiation of building schemes for *guru*-training schools and Board primary schools, are dealt with by this officer, and all correspondence on these subjects passes through him.

The relations between the District Boards and the Educational officers remained cordial throughout the quinquennium in every Division in Eastern Bengal. In the Dacca Division the Department had occasionally to complain of the diversion to other objects of money intended for education, but the Inspector of that Division reports that "a considerable increase of interest in education was noticeable in all the Boards owing to the introduction of the system of Board lower primary schools."

LOCAL BOARDS.

66. In Eastern Bengal a District Board may, in accordance with section 110 of the Local Self-Government Act, and with the permission of the Lieutenant-Governor, transfer the management of any school or schools to a Local Board, retaining a general power of supervision and control. The only districts in which this has yet been done are Mymensingh and Tippera. In them the Local Boards have been entrusted with the distribution of stipends to the primary schools within their jurisdiction, but their powers in this respect are purely nominal.

In Assam, however, the position is different. There, subject to certain limits, Local Boards deal with all questions relating to the establishment or closure of primary and middle schools; they are responsible for the pay, appointment, promotion, and dismissal of the teachers, and are the authority competent to make, continue, modify, or withdraw all grants-in-aid. They thus occupy, in educational matters, the same position as the District Boards in Eastern Bengal. In the Assam Valley these Boards are reported to have worked amicably with the Departmental authorities during the last year of the quinquennium, and to have been most willing to encourage education. The only exception was in Jorhat, where an appeal to the Commissioner was necessitated by a proposal to reduce the expenditure on scholarships and on the stipends of teachers under training. In the Surma Valley, the Inspector, while remarking that the relations between the Board and the Department were less harmonious in South Sylhet than elsewhere, observes :—

"I think that to a greater or less extent most Boards grudge the money devoted to Education, which diminishes the amount available for their more obviously urgent requirements such as the provision and upkeep of communications, sanitation, and dispensaries; and occasionally this feeling, which seems to me a natural one enough, finds clear expression. Recently, for instance, one Local Board proposed to cut down the provision for education to an extent which would have meant the closing of about 35 lower primary schools; but the Commissioner intervened."

EDUCATIONAL SUB-COMMITTEES.

67. There are educational sub-committees in connection with all the District Boards in Eastern Bengal and a majority of the Local Boards in Assam. All questions relating to Education are dealt with by these sub-committees, of which the District Deputy Inspectors are *ex-officio* members, before they are put up to the Boards for consideration and final decision. Very few of their members take enough interest in the work to attend regularly. This lack of energy is to be regretted, for, if properly organised and carefully looked after, such committees would be capable of doing much useful work. The Inspector of the Dacca Division thinks that more life would be imparted to them, if the system in vogue in Bengal of co-opting additional members interested in education were adopted.

MUNICIPAL COMMITTEES.

68. Under the Bengal Municipal Act of 1884, municipalities are empowered to devote a certain portion of their funds to "the construction and repair of

school-houses, and the establishment and maintenance of schools, either wholly or by means of grants-in-aid;" and a certain percentage of their ordinary income (3·2 per cent. in Eastern Bengal and 3 per cent. in Assam), has been fixed as the minimum to be spent on primary education. "This minimum," observes the Inspector of the Chittagong Division, "has proved inadequate. The growing demand for education in municipalities has now made it necessary either to raise the minimum or to supplement the educational allotments of the municipalities by more liberal grants from Provincial or Imperial assignments." It is satisfactory, however, to note that in Eastern Bengal all the municipalities contributed the requisite proportion of their income towards primary education, and that the Dacca Municipality in addition employed an Inspecting Pandit and an Inspecting Munshi to supervise the schools under its jurisdiction.

Until the year 1907-1908 the Education Department could exercise no control over the educational expenditure of municipalities. Since that time, however, the preparation of the educational budgets of municipal Boards has been entrusted, under the orders of Government, to the local Deputy Inspector, who, in framing the budget, acts in consultation with the Inspector of Schools.

GOVERNING BODIES AND MANAGING COMMITTEES.

69. Under the new University Regulations no College or school can be affiliated to the Calcutta University, unless it is placed under the management of a regularly constituted Governing Body or a Committee on which the teaching staff is represented. In order to meet the requirements of these Regulations, Governing Bodies have now been constituted for all Government colleges, and consist, with one exception, of the following members:—

(1) the Divisional Commissioner,
(2) the Principal of the College, and
(3) the Senior Professor of the College.

Of these, the first is the President and the second the Vice-President and Secretary. The exception is the Rajshahi College, where the District Magistrate has been appointed President, owing to the fact that the Commissioner is stationed at Jalpaiguri, and could not, therefore, attend the meetings of the Governing Body regularly.

The Managing Committees of all High schools have for the same reason been entirely reconstituted. Every affiliated high school is now under the control of a committee, on which the teaching staff is represented by the Headmaster, who is also the Secretary, and by another member of the staff. The District Magistrate is the *ex-officio* President of the Committee of a Government High school, and the Inspector and the Assistant Inspector are *ex-officio* members. A set of rules has been framed, defining the duties of these committees. These rules provide that the Headmaster shall conduct the current business of the school under the general direction of the committee, and that, subject to the control of the Inspector of Schools, he shall be responsible for the arrangement of the classes, the settlement of the routine, the annual examinations, the awarding of promotions, the selection of candidates for the Matriculation Examination and all matters relating to discipline and teaching. "The condition of these committees," observes the Inspector of the Dacca Division (and in this the other Inspectors agree), "has somewhat improved during the past quinquennium. The members now discuss subjects with greater interest than before, when matters were generally left entirely in the hands of the Secretary and Head master. Party faction, however, is still found in these Managing Committees, and some unaided schools continue to be managed by one or two men to the exclusion of the rest of the Committee. This leads to arbitrary dismissal or enforced resignation of members of the staff. Where cases like this are reported, steps are taken to change the constitution of the Committee, but as the Inspector has no clearly defined authority over these schools this is often a difficult matter."

Every middle school in Eastern Bengal or Assam, which receives a grant-in-aid, has a regularly constituted Committee of Management, but in most cases the control exercised by this Committee is merely nominal, the

management being left entirely in the hands of the Secretary or of the Headmaster, or of both jointly. Committees have also been formed for the management of aided upper primary and Board lower primary schools, but they exist only in name.

PRIVATE AGENCIES.

70. Among the private agencies which assist in the control and management of educational institutions, the most prominent are the different missionary societies. It is chiefly through their exertions that education has spread among the backward races and depressed classes throughout the Province; and particularly in the hill districts of Assam their work has been of the greatest value. Education there is mainly dependent on their efforts. It is true that in recent years Government has taken a larger share in the development of education among the hill tribes by the establishment of Government schools, by a stricter definition of the terms on which grants are given, and by the appointment of additional inspecting officers; but the history of education in the hill districts is still little more than a history of the work performed by the missionaries.

Mention should also be made of the various associations which have sprung up in different parts of the province, and which play a considerable part in the educational system of the country. Of these, the most important are the Anjumans, which exist for the furtherance of Muhammadan education; the Tippera Muhammadan Educational Society, which has raised funds for the award of a number of stipends to promising students in the local college and schools; the Surhid Sabha at Comilla and the Branch National Indian Association at Jalpaiguri, which have done much to foster female education; and the Saraswat Samaj at Dacca, which has made laudable attempts to improve the teaching of Sanskrit.

COST OF DIRECTION AND INSPECTION.

71. The total expenditure on Direction and Inspection during the year 1911-12 amounted to Rs. 6,13,599, while five years before the figure was Rs. 4,06,939. Of the total for 1911-12, the cost of direction was Rs. 93,100, and that of inspection Rs. 5,20,499.

CHAPTER IV.

COLLEGIATE EDUCATION.

INTRODUCTORY.

72. The main features of the quinquennium under this head have been the operation of the new University Regulations and the institution of measures to place the colleges of the province on a more satisfactory basis. On the one hand, the University has brought under its inspection all the affiliated colleges, and has taken steps to induce them to remedy the defects which this inspection revealed ; on the other, a large expenditure has been incurred on the Government colleges, and funds have been placed at the disposal of the Councils of aided colleges to enable them to raise these institutions to the standard which modern conditions require. The result has been that college buildings have been improved, residential quarters for students have been provided, the numbers and qualifications of the professors have been raised, the system of teaching has been revised, and libraries and scientific equipment have been more liberally supplied. In short, a higher standard of college education has now been set up everywhere throughout the province. So much having been said in general terms, the condition of the different colleges may now be reviewed in detail in order to show what improvements have actually been effected.

NUMBER OF COLLEGES.

73. The number of colleges has been reduced from 11 to 10 by the amalgamation of the Pramatha Manmatha College at Tangail with the Jagannath College at Dacca. Four are Government colleges, five are aided, and one unaided. All the Government colleges and two of the private institutions are of the first grade, but only the Dacca College is affiliated up to the M. A. standard. The rest are of the second grade and teach up to the Intermediate standard. In 1906-1907 private colleges contained 64 per cent. of the students, whilst Government colleges educated only 36 per cent. The rôles have now been reversed, and Government colleges are more active in the field than the aided and unaided institutions.

The four Government colleges are the Dacca, Rajshahi, and Chittagong Colleges, and the Cotton College at Gauhati.

DESCRIPTION OF COLLEGES.

The Dacca College.

74. The Dacca College is the premier institution in the province. It is affiliated for the Intermediate in Arts in English, Vernacular languages, Logic, Chemistry, Mathematics, Physics, Sanskrit, History, Persian and Arabic ; for the Intermediate in Science in Mathematics, Physics, and Chemistry ; for the B. A. in English (Pass and Honours), Vernacular composition, Physics (Pass and Honours), Chemistry (Pass and Honours), History (Pass and Honours), Sanskrit (Pass and Honours), Mathematics (Pass and Honours), Philosophy, Persian, Arabic, Political Economy and Political Science (Pass and Honours); for the B. Sc. in Mathematics, Physics, and Chemistry, and for the M. A. in English, group A. It enjoys also the privilege of holding M. A. classes in Chemistry, Political Economy, and History under University lecturers. It has been provided with a group of architecturally harmonious buildings, nobly planned and executed, situated in extensive grounds which face the site of the new Government House. The magnificent central hall, named after Lord Curzon, has recently been completed and is used as the reading-room and the students' leisure-room. It is built in Saracenic style, having two galleries supported upon a colonnade of massive pillars, and is exquisitely paved with marble. It is by far the finest hall in Eastern Bengal, and is capable of

accommodating over 3,000 persons. The library has been overhauled and contains a collection of over 7,000 books, to which additions are made out of the annual grant averaging Rs. 2,000. The students' leisure-room has been supplied with a large stock of journals and periodicals. The staff has been very greatly strengthened and now consists of 28 professors and lecturers, of whom 12 have European qualifications and the rest are M. A.'s of the Calcutta University. Quarters for 200 students and residences for two European and two Indian professors have been built. Proposals have been made for the erection of another large hostel exclusively for the Muhammadans, and of houses for other professors. College clubs, including a literary and debating society and an athletic club, have been started to foster collegiate life among the students. In fact, neither money nor efforts have been spared to make the institution the "grandest residential college under the Calcutta University," and the success which has been achieved may be judged from the following remarks of Mr. H. R. James, Principal of the Presidency College, Calcutta, who visited Dacca as one of the University Inspectors in 1910-1911 :—

> It has been a great pleasure to me coming back to Dacca after five years, to see the wonderful transformation which has been effected in the Dacca College. In 1906, when I visited the old college, the Curzon Hall and college building were rising on the new site and the outer fabric of the hostel was nearly finished. The college now established and working has amply realised the educational opportunity which the change afforded. Numbers have doubled, and the staff has been increased from twelve to twenty-seven. But this is the least significant part of the change. It is now a residential college in the full sense, nobly provided in all particulars, a college of which all who belong to it may be proud. I saw during my short visit here many pleasant evidences of healthy and harmonious college life. The Government of Eastern Bengal and Assam are to be congratulated on the liberality with which they have planned and the thoroughness with which they have carried out the design for a residential college on the great scale.

The Rajshahi College.

75. The Rajshahi College is the only college in the province which has an invested endowment of any magnitude, and which is partially maintained by the munificence of local zamindars. The chief endowments consist of Rs. 1,50,000 collected by the Rajshahi Association, and of land, yielding an income of Rs. 5,000 a year made over to the college in perpetuity by the Dubalhati Estate. The other benefactors are the zamindars of Puthia and Dighapatia. The college has a handsome two-storied building, standing in a spacious and well-kept compound. The site which separates it from the river has recently been acquired, and the group of insanitary huts which had grown upon it has been removed, so that a fine view of the college can now be obtained from the Ganges Instruction was formerly given up to the M.A. standard, but since 1908 the affiliation has been withdrawn. Lectures in M.A. Philosophy are, however, delivered by the M.A. professor, who is also a University lecturer. The college teaches up to the B.A. and B.Sc. standards. The subjects which it offers are, for the I.A. examination—English, Vernacular languages, Sanskrit, Arabic, Persian, Logic, History, Mathematics, Physics, and Chemistry; for the I.Sc. examination—English, Vernacular languages, Mathematics, Physics, and Chemistry; for the B.A. degree—English, Vernacular composition, Sanskrit, Arabic, Persian, Philosophy, Physics, Mathematics, Chemistry, and History, with Honours, in all the subjects, except Arabic, Persian, and History; and for the B.Sc. degree—Physics, Mathematics, and Chemistry, with Honours in all three. The combinations allowed have necessitated an increase of the staff, which now consists of twelve professors, six lecturers, and three demonstrators, of whom one is a B.A. of Cambridge University, and eighteen are M.A.'s of the Calcutta University. The whole staff is Indian. The chemical laboratory has been improved in accordance with the suggestions of the University Inspectors; but the physical laboratory is still more of a "makeshift" arrangement than of a regularly planned laboratory. A scheme for building an entirely new one has, however, been sanctioned. In both laboratories gas and water have been laid on. A common-room has been constructed at a cost of Rs. 14,000, of which Rs. 6,000 was contributed by Kumar Saradindu Roy of Balihar. This consists of a large central room, with verandahs on all sides, which is used for meetings of the students and the teaching staff, for those of the college association, and for social gatherings. Owing to lack of better accommodation three small side

rooms of this building have been set apart for the library, which contains over 7,000 volumes and has a recurring grant of Rs. 1,400 a year. The arrangement is admittedly unsatisfactory, and the criticisms of the University Inspectors have reinforced the representations of the governing body regarding the urgent need for the erection of an adequate library. There is a College association which is divided into different departments, Literary and Athletic, each in charge of a professor. Although the new regulations require that the Principal and some members of the staff should live on the college premises, no quarters have as yet been provided for them. Attached to the college are two hostels for the Hindus—the Raja P. N. and the Rani Hemanta Kumari hostels—and one for the Muhammadans, but they are all so overcrowded that houses have had to be hired for use as licensed messes. Neither accommodation nor discipline in the hostels and messes can be regarded as satisfactory at present. Proposals have been submitted for the erection of another hostel. Though considerable efforts have been made by the department to improve the college, as may be gauged by the continuous increase in the yearly expenditure, which has risen from Rs. 29,341 to Rs. 39,953, and by the trebling of the number of students which has now reached 522, much remains to be done both materially and morally. More than one disagreeable incident has occurred of late to show that discipline has been seriously relaxed.

The Chittagong College.

76. The five years from 1907 to 1912 have seen an entire change in the nature and constitution of the Chittagong College. In November 1909 the collegiate school was removed from the college building and accommodated in the upper floor of the post-office, the ultimate purpose being to erect a new post-office on a different site and to give the entire building to the school. In April 1910 the school was removed from the jurisdiction of the Principal and placed under that of the Inspector of Schools. In July 1910 the B.A. classes were opened and an officer of the Indian Educational Service was appointed Principal. While the status of the college has thus been raised, the buildings have been considerably improved. In 1907 these consisted of the original college which was built in 1836, three rooms with a verandah forming a laboratory, and a Hindu hostel with accommodation for 25 students. The main building has now been enlarged, a separate block containing two class-rooms with a verandah has been built, and the laboratory has been entirely reconstructed, the three existing rooms being used as a nucleus. "The adaptation and extension," observes the Principal, "have proved an immense success, and it would be difficult to find a college of the size of the Chittagong College which is so fortunate in its buildings. The old building of the college remains, with its ancient traditions, in the early Anglo-Indian style of architecture, with lofty pillars and wide verandahs. Clerestory windows have been cut above the verandahs, and the old leaky ceiling lights abolished. The addition of twelve feet to the north has been carried out in the style of the old building, and has provided a fine hall 56 × 30 feet which can be divided into two class-rooms—and two well lighted class-rooms. The laboratory stands close beside the main building, and is very compact and conveniently arranged. There is a lecture theatre with accommodation for 60 students and two laboratories accommodating 20 each, besides various smaller rooms. The furniture is approaching completion and gas and water have been laid on. The new Arts block contains two class-rooms which might be taken as a model for educational buildings throughout India." A library and a common-room have been provided. The former contains over 5,000 volumes and is extensively patronised. The latter is well supplied with various journals and is popular alike with the professors and the students. No addition has been made to the hostel accommodation, but it is proposed to erect a new Hindu hostel accommodating 40 students and to house the Muhammadan students in the present Hindu hostel. The staff has similarly been reorganized. It now consists of a Principal in the Indian Educational Service, six professors in the Provincial Service, and one professor, five lecturers, and a demonstrator in the Subordinate Service. The college is affiliated to the Intermediate standard in Arts and Science, in English, Sanskrit, Pali, Persian, Arabic, History, Mathematics, Physics, and Chemistry, to the B.A. Pass standard in English, Bengali, Sanskrit, Pali, Persian, Arabic, History, and Mathematics, to the

Honours standard in Persian and Arabic, and both to the B.A. and B.Sc. standards in Mathematics and Chemistry. As a result of the measures taken to place the college on a sound basis, the number of students has increased from 58 to 196, and the average attendance from 50 to 122·1, while the total expenditure has risen from Rs. 12,958 to Rs. 42,823. The examination results were correspondingly satisfactory.

The Cotton College, Gauhati.

77. So far as the Cotton College is concerned, the period under review has been marked by a very rapid increase in affiliation, and consequently in staff, buildings, and equipment. In the period 1902—1907, the college was affiliated to the University up to the B.A. standard in English, Mathematics, Philosophy, History, Arabic, Persian, Sanskrit, Vernacular composition, Physics, and Chemistry, and to the B.Sc. standard in Mathematics, Physics, and Chemistry. In the Intermediate in Arts it is affiliated in English, History, Mathematics, Physics, Chemistry, Logic, Sanskrit, Arabic, Persian, and Vernacular composition, and in the Intermediate in Science in English, Vernacular Composition, Mathematics, Physics, and Chemistry. The staff now consists of 16 professors, two of whom have European qualifications and are members of the Indian Educational Service, while the rest are M.A.'s of the Calcutta University. The new University Regulations insist upon tutorial classes, weekly exercises, and monthly test examinations as supplementary to systematic lectures; but all these developments have been a marked feature of the Cotton College ever since its foundation. Formerly there was only one building which served for all college purposes both in Arts and Science. There was no arrangement for practical work or for a students' leisure-room. The college is now possessed of two additional blocks: one of these consists of ten rooms, with two glazed recesses given up to the purpose of Physics and Chemistry, and provides practical laboratory accommodation up to the B.A. and B.Sc. standards. The other is used for three purposes, library, leisure-room, and class-room. An urgently required improvement is the removal of the high school and the surrender of its buildings to the college, which stands in great need of additional Arts accommodation. Boarding accommodation is very deficient. Quarters have recently been provided for the Principal, a large plot of land has been acquired for the erection of additional Hindu hostels (two have already been built, one to accommodate 48 students and the other 30) while two more plots have been ear-marked for the college on which the hostels for the Muhammadan students and the residences of the rest of the professors will be constructed. To show how much the hostels are appreciated in the Assam Valley, it is only necessary to point out that, of the 197 students reading in the college, 124 reside in them, and that there are already 113 boarders living in the Hindu hostels alone, which are filled to overflowing. A new feature of the quinquennium is the institution of a students' leisure-room. It is kept well supplied with newspapers and periodicals. The library continues to be as popular as before. It contains now over 3,000 books and is extensively used by the students. A librarian has been appointed, and this has increased the facilities for day study. The improvements effected have, therefore, been extensive, and have naturally been accompanied by a very large increase in the expenditure, which has risen from Rs. 15,751 to Rs. 53,949, or by 242·1 per cent. The expenditure, however, has been justified by the fact that the numbers in the college have more than doubled, while it has maintained its consistent level of success in the Intermediate examination under the higher standards of the reformed University.

The Brajamohan Institution.

78. The Brajamohan Institution, formerly a proprietary college, continues to be held in a large one-storied building of mean aspect and unsuitable design, with a fair-sized compound surrounding it. It was affiliated to the F. A. standard in 1889 and to the B.A. standard in 1898; but partly because the requirements of the new University Regulations taxed the resources of the proprietors to the utmost, and partly because the unenviable notoriety of the

college in connection with political agitation, the failure of discipline, and various grave irregularities had compelled the Local Government to withdraw scholarship rights, a measure which seriously diminished the numbers on the rolls, the B. A. classes were about to be closed altogether. At the last moment, however, the proprietors accepted the liberal offer made by Government for the reconstitution of the college, and by a trust deed executed in March 1912 transferred their rights and the management of the college to a council on which Government, the proprietors, and local interests are adequately represented. The Local Government has agreed to make a capital grant of Rs. 80,000 for the construction of the buildings, for which a plot of land 9 acres in extent is to be acquired, and a recurring grant of Rs. 1,200 a month for the maintenance of the college, while scholarship rights have been restored. The position of the Brajamohan Institution is thus, it may be hoped, now assured, and it should be placed on a sound basis in the course of the next five years. In the meanwhile a beginning has already been made with a complete reorganisation of the staff which now consists of 16 professors, of whom ten are M. A.'s, one an M. Sc., and the rest B. A.'s. An adequate grant has been made for the equipment of the library and the laboratory. The subjects offered for study at present are:—(*a*) in the B. A. classes—English with Honours, Sanskrit, Persian and Arabic, Bengali, Philosophy with Honours, Mathematics, History, and Economics; and *b*) in the Intermediate classes in Arts—English, Sanskrit, Persian, Arabic, Bengali, Urdu, Logic, Mathematics, Chemistry, and History. The boarding-house attached to the institution accommodates about 50 students, who live under the superintendence of a member of the college staff. There is an association called the "Teachers' and Students' Friendly Union," the object of which is declared to be to teach the students by means of addresses, readings, and songs the cardinal principles of religion and morality, and there is a society of students called "The Little Brothers of the Poor" which has been formed for training students in practical beneficence, such as nursing the sick and relieving the distressed.

The Jagannath College, Dacca.

79. No private college in Bengal has been more completely transformed, morally and materially, by the liberal policy of the Government of Eastern Bengal and Assam, seconded in this instance by the exertions of its Principal, Babu Lalit Kumar Chatterjee, than the Jagannath College. With the help of a capital grant of Rs. 90,000 and of a recurring grant of Rs. 12,000 a year provided by the Local Government, it has become by far the best private college in the province. At the beginning of the period under report the college was held in a dilapidated tin-roofed bungalow, divided into class-rooms by means of mat partitions, and had a Science lecture theatre adjoining, standing on land which it shared with the Jubilee School. The main building, however, was utilized for the school itself. In the course of the quinquennium the school has been removed from the premises and the building thus vacated has been adopted as a hostel for Hindu students, while a new hostel has been built by its side for Muhammadan students. The bungalow has at the same time been overhauled and rebuilt in order to convert it into Chemistry and Physics laboratories, an adjacent site of over seven bighas has been purchased, and a spacious and dignified college building has been erected. A commodious residence has also been built for the Principal within the college compound. The library which consisted of some 800 books, mostly school and college text-books, has been weeded, and considerable additions have been made. It now consists of over 2,500 volumes, and a fixed library grant has been provided. Important additions have at the same time been made to the equipment of the college. A plant for the manufacture of oil-gas has been set up. The laboratories have been provided with work-tables and sets of apparatus for students, and gas and water have been laid on throughout. The stock of scientific apparatus has been replenished, and a monthly grant of Rs. 100 sanctioned for recurring expenditure in the laboratories.

In 1906-1907 the college was a second-grade institution. Since 1908 it has been raised to the first grade. It teaches at present in the B A.—English

(Honours), Sanskrit (Honours), Persian, Bengali, Urdu, Philosophy, Mathematics, History and Economics (the last two conjointly with the Dacca College); in the Intermediate in Arts—English, Sanskrit, Persian, Bengali, Urdu, Logic, Mathematics, Physics, Chemistry, and History (the latter conjointly with the Dacca College); and in the Intermediate in Science—English, Bengali, Urdu, Mathematics, Physics, and Chemistry. The extension of affiliation has led to a considerable increase of staff, which now consists of ten M.A.'s, two B.A's, one B.Sc., one B.Sc. (Cal.), one M. S. A. (Cornell University, U.S.A.), and a pandit and a maulvi without University degrees.

The system of inter-collegiate lectures in History and Economics, mentioned in the preceding paragraph, was tried as an experiment, but failed owing to the distance between the two colleges and the consequent loss of time and dislocation of work involved. With the expansion of the scope of the teaching, an attempt is being made to promote acquaintance with the course of current events and some slight tincture of general culture among the students. A students' leisure-room has been opened in connection with the college, and a large number of British papers and magazines are placed on the table for the use of the students. A college magazine has been started to which the students contribute, and which is managed entirely by students under the control of the Principal. Formerly students were required to make a deposit for the privilege of borrowing books from the library; this restriction has been abolished. Books are now freely read by students in the library and taken home, and an interesting record is being kept of the number of students that borrow books and of the kind of books borrowed. Science teaching is supplemented by a full course of laboratory work, and an attempt is made to provide tutorial assistance in Arts subjects, for which purpose the classes of each year are divided into separate groups.

The college has thus been practically remodelled, and the great expenditure which has been incurred in the process has been fully justified by the large measure of popularity and of success which it has now attained. While enrolment has steadily increased from 268 in 1907-1908 to 521 in 1911-12 and large numbers have had to be refused admission to the first-year class during the last three years owing either to want of accommodation or to restricted choice in the subjects offered, the B A. classes have expanded beyond all expectation from an average of 28 during the period 1908-10 to 101 during the last year of the quinquennium under review. The examination results have been correspondingly satisfactory, brilliant both in the Intermediate and in the B.A. examination.

The Edward College, Pabna.

80. The Pabna College, now called the Edward College, was originally a proprietary college, but in 1906 it was made over to a committee elected by the public, as the proprietor was unable to meet the demands of the new University Regulations. The college has languished for years in a wretched condition. The scale of establishment and the equipment are still those of a secondary school. It is miserably housed in a small rented house; plans and estimates for the new college building have been prepared and submitted to Government for approval, but no adequate local effort has yet been made to raise the necessary funds. A site has been acquired, and a capital grant of Rs. 50,000 has been promised by the Department on condition that the committee should raise an equal amount from subscriptions; but the Inspector reports that the amount is not likely to be forthcoming. During the last five years only a sum of Rs. 3,262 appears to have been spent on improving the laboratory, and a sum of Rs. 1,396 for the purchase of books for the library which has only 700 volumes. The staff consists of six professors, of whom four are M.A.'s and one a B. Sc. The college is affiliated up to the Intermediate standard in Arts in English, Bengali, Sanskrit, Persian, Mathematics, Logic, History, and Chemistry. There were 67 students (mostly Hindus) on the rolls in 1911-12; only seven passed the Intermediate examination out of 32 presented in that year. There is a hostel attached to the college under the direct superintendence, it is said, of the Principal and two other professors.

It is in an unsatisfactory condition. The main sources of income are students' fees, public subscriptions, and donations. A monthly recurring grant of Rs. 150 for one year was provisionally sanctioned by the Department against a local contribution of Rs. 300 a month, but the college authorities failed to collect that amount from private subscriptions, except in one single month. Negotiations have again been on foot for the payment of a substantial recurring grant of Rs. 500 a month, in addition to the capital grant referred to above, on condition that the amount raised from subscriptions should amount to not less than Rs. 400 a month. Government has done its part; but unless the local supporters of the college show more practical interest in it than they have done in the past, it is to be feared that its days are numbered.

The Comilla Victoria College.

81. The college has undergone many changes during the quinquennium under review. The management has been vested in a governing body, consisting of the trustees and the Principal of the college. A *pucca* house has been built with the aid of a capital grant of Rs. 40,000 from Government, and a students' leisure-room and a library provided; but the building has no architectural pretensions and no academic dignity. The library contains some 1,400 books, and additions are made to it every year out of an annual allotment of Rs. 500. Besides the Persian teacher, the staff consists of five professors, all of whom are M.A.'s. The recent improvement in their scale of pay should make the tenure of appointments more secure than before. The college is a second grade Arts college, and teaches English, Vernacular subjects, Mathematics, Sanskrit, Persian, Logic, and History. The Science subjects, which were formerly taught, have now been dropped. Periodical examinations are held and marks recorded in the "merit book." There is a college club which takes in newspapers and magazines and holds meetings presided over by a professor of the college. It has an athletic section which encourages and provides for active games of all kinds. As a result of the improvements effected, the numerical strength has increased from 108 to 265, and the number of passes in the Intermediate examinations from 25 to 65. A hostel with two sections, one for the Hindus and the other for the Muhammadans, is attached to the college, and in addition there are two unattached messes; all are under the superintendence of selected professors. Medical attendance is free. The financial position is satisfactory. The college enjoys a recurring grant of Rs. 4,200 a year from the Department, and has at its credit about Rs. 8,000.

The Ananda Mohan College, Mymensingh.

82. The City College, Mymensingh, established in July 1901, was formerly maintained by the council of the City College, Calcutta; but finding themselves unable, from want of funds, to satisfy the requirements of the new University Regulations, the council directed it to be closed from the end of May 1908, and made an application to the University for its disaffiliation, which was granted. Subsequently some of the leading gentlemen of Mymensingh formed themselves into a provisional committee for the purpose of carrying on the college, and had it re-affiliated under the name of the "Mymensingh College," subsequently changed to the "Ananda Mohan College." The present college, which owes its existence to a capital grant of Rs. 55,000 from Government and to munificent donations from three local zamindars, is to all intents and purposes a new college altogether. Handsome new buildings of imposing appearance have been constructed for it on a site measuring about 26 bighas at a cost of Rs. 79,000. Houses for the Principal and for the Professor of English have been provided; hostels for Hindus and Muhammadans have been built; while a chemical laboratory has been thoroughly equipped. Altogether a sum of a lakh and sixty thousand rupees has been expended. Unfortunately some of the evil traditions of the past have clung to the college, and in January 1912 it was found necessary to lend the services of an experienced professor at the head of the Provincial Service, Dr. P. Chatterjee, to restore discipline, which had been seriously impaired both by overt criminal acts on the part of the students and by other serious indications of a disorderly

and disloyal spirit. The college is still of the second grade, and teaches English, Vernacular Composition in Bengali and Urdu, Sanskrit, Persian, History, Logic, Mathematics, and Chemistry; but the staff has been considerably strengthened. In addition to the laboratory assistant and tutor, it consists of nine professors, of whom one is a D. Sc. of Edinburgh and four are M. A.'s. There is a library containing rather more than 1,700 volumes, and a grant of Rs. 5,000 has been made by the department for its improvement. There are literary and athletic clubs attached to the college, and the Chemical Laboratory, in which there is accommodation for 50 students working simultaneously, is described by the Principal as "one of the best we have got in the province." A college magazine has been started and is an innovation which is much appreciated by the students. The two hostels accommodate 32 boarders each, and a grant of Rs. 12,000 has been asked for their extension. The expenditure amounting to Rs. 40,000 a year is met from fees, from the Government grant-in-aid of Rs. 600 a month, and from a small endowment. The college has thus been placed on a sound financial basis, and its popularity is evinced by the increase of the average numerical strength in four years from 176 to 242; the question of raising it to the first grade is already under consideration.

The Murarichand College, Sylhet.

83. The Murarichand is a second grade college which was in a deplorable condition during the greater part of the quinquennium, although, with the liberal grants-in-aid from the Department, it showed a slight improvement towards the end. As was the case with nearly all the private colleges of Eastern Bengal and Assam before the Government came to their rescue, its housing is of a kind than which nothing less academical could well be imagined. It occupies about one-third of a large quadrangular tin-roofed and bamboo-walled building, the remainder of which is utilized for the Raja Girish Chandra High School. Till recently the students' reading-room was "a triangular room without proper light or ventilation," which has now been changed into "a better but a smaller one." The hostels, which were started only in 1909-1910, consist of thatched hovels, with mud-plastered and whitewashed bamboo walls. The college has no playing-fields of its own. The instability of the staff and the lack of continuity in instruction may be gauged from the fact that every single professorship, except that of Chemistry, has changed hands, some more than once during the five years, the late Principal alone remaining constant to shed the dry light of science on a world of flux. The position has been discussed at length by the present Principal in a paragraph of his report, of which the following is a summary:—

The quinquennium which has just closed was a period of tribulation and insecurity for this college: it was a period in which the college passed through various phases of hope and despair. It was a private unaided one at the beginning of the quinquennium, and it was in April 1908 that the first proposal for its provincialisation was made by the Government of Eastern Bengal and Assam. At that time the number on the college roll, which has since risen to 93, had fallen to its nadir, viz., 27. The new regulations of the Calcutta University were being enforced, and the resources of the college were entirely inadequate to satisfy the demands of the University for the continuance of affiliation. The late proprietor of the college, Raja Girish Chandra Roy, finding himself at the parting of the ways between the abolition of the college and the provision of large funds for its maintenance, sought the help of Government, which granted a provisional monthly aid of Rs. 500 from May 1908 and sent up its first proposal to the Government of India for the provincialisation of the college. The acceptance of the proposal was notified to the College authorities in June 1908, and the student class began slowly to rally to the support of the college. The death of Raja Girish Chandra Roy and financial stringency caused considerable delay; but in July 1909 Government sanctioned a temporary enhanced grant-in-aid of Rs. 800 a month and to a large extent remanned the staff with professors and lecturers selected by the Director of Public Instruction, measures which greatly increased the public confidence in the stability of the college, and had a direct and immediate

effect on its success at the Intermediate Examination. The expenditure rose rapidly from 1908 onwards and totalled Rs. 17,002 in 1911-1912. Finally, on the day after the last day of the quinquennium the provincialisation was accomplished.

It is to be hoped that the college will now be brought up to the higher standard of efficiency which the University requires, and will satisfy the genuine demand which exists in the Surma Valley for facilities in the matter of higher education.

To summarise the position, then, the Government colleges have undergone during the last five years a reform so thorough as to amount to a transformation. The status of two of them has been raised, and the buildings, the equipment, and the staff of all have been improved to such an extent that they are now infinitely superior to those which existed when the new province was created. Of the private institutions, one, the Murarichand College at Sylhet, has just been provincialised, while, with the assistance of liberal grants-in-aid, the Jagannath College at Dacca has been raised to the first grade, and the Brajamohan Institution at Barisal, the new College at Mymensingh, and the Victoria College at Comilla have been, or are about to be, placed in a position to meet the demands of the University in a manner which would otherwise have been wholly impossible for them.

STUDENTS.

84. The popularity of the improved college education, which is now available, is evinced by a remarkable rise in figures. The total number of students in the Arts Colleges has increased from 1,197 to 2,989, the average attendance from 1,034 to 2,363, and the proportion of college students to population from 76 to 169 per million. And this increase is all the more satisfactory as it was shared by the State and by the private colleges, the number in the former having advanced from 431 to 1,530, and that in the latter from 766 to 1,459. A largely increased number of students is thus benefiting by a greatly improved system of education, a very gratifying result of the labours of the Department for the last five years.

EXAMINATIONS.

85. The number of students reading in the second-year class on the 31st of December has increased from 781 to 1,272. Of these, 1,141, the largest number since 1901-1902, were presented at the Intermediate Examination and 642 passed; the percentage of 50·4 has been exceeded only once during the last five years, viz., in the year 1907-1908. At the end of the last quinquennium there were 232 students in the fourth-year class, of whom 230 appeared at the B.A. examination and only 41, or 17·6 per cent., passsd; but in 1911-12, while there were 249 students and 242 candidates, 156, or 62·6 per cent., were successful. No. M.A. candidates were sent up from this province in 1911-12, as none of the colleges was affiliated to that degree except the Dacca College. And in the Dacca College the affiliation was not granted until last year; and then, as already observed, only in English. There has, therefore, been a general improvement in the examination results; but the most interesting feature is the large increase in the percentage of passes in the examination for the degree as compared with that in the Intermediate. This, more than anything else, affords a striking illustration of the high standard of efficiency which the colleges have attained in this province, and of the great influence which a well regulated system of scholarships has on University education. Of the total number of candidates who passed the I. A. Examination 334, or 52·0 per cent., came from the State Colleges and 308, or 48 per cent., from private institutions, while 128, or 82 per cent., of the total number who passed the B.A. or B.Sc. Examination, belonged to the former and 28, or 18 per cent., to the latter. As might be expected, State colleges show better results than the aided and unaided colleges. They have greater resources at their disposal and are in consequence more efficient.

EXPENDITURE.

86. The total expenditure has increased during the quinquennium from Rs. 1,74,780 to Rs. 4,02,930, of which Rs. 2,31,921 was met from Provincial revenues, Rs. 1,43,343 from fees, and the rest from other sources. Notwithstanding this large increase, the average cost of educating each student in State colleges fell from Rs. 235·4 to Rs. 205·2, and in aided colleges from Rs. 86·2 to Rs. 68·2. Only in one unaided college did the cost per head show an increase. The general decrease in the cost per head was due to largely increased numbers.

The expenditure from all the main sources shows a marked improvement, but the figures returned under the head "Provincial revenues" are specially noticeable. The outlay from this source has increased during the last five years by 166·3 per cent.; but it must be remembered that this includes large sums of money drawn from the grant of Rs. 2,55,000 which the Government of India have placed since 1905-1906 at the disposal of the Local Government to assist in the improvement of the private colleges in respect of the defects revealed by the University inspections. Expenditure from this source has not been shown separately. The private colleges were, however, in such a deplorable condition at the time of the formation of the province, that these subventions were found to be inadequate and had to be supplemented by large grants from Provincial revenues. And the charges for the improvement of Government colleges fell on Provincial revenues alone. The increase in the expenditure from this source was, therefore, exceedingly heavy and represents the cost of carrying into effect the deliberate policy of the Government, which has been to improve the buildings and equipment of all the colleges (State or private), to strengthen their staffs, and generally to raise them all to the standard which the new regulations demand.

The rate of fees levied in the different colleges is Rs. 6 in the Dacca College, Rs. 5 in the Jagannath and Cotton Colleges, Rs. 3 in the Comilla College, and Rs. 4 in the rest. The large increase in enrolment has been accompanied by an increase of 153·9 per cent. in the receipts from fees. The expenditure from this source now forms 32·4 per cent. of the total expenditure in State colleges, 47·4 per cent. in aided colleges, and 21·9 per cent. in the only unaided college in the province.

The expenditure from subscriptions and other sources has, on the other hand, declined by 11·5 per cent. "This decrease," observes the Director in one of his Provincial reports, "is much to be deplored, for it might be expected that the large increase in Government expenditure would have elicited some response from the public, who are chiefly benefited. Now that the demands on Provincial revenues for the education of the masses are so rapidly increasing, Government cannot be expected to consider schemes for aid to secondary and collegiate education, unless there is reasonable probability of a fair proportion of the recurring cost being met by local effort."

SCHOLARSHIPS.

87. The scholarship rules have been revised during the last five years. There are now 81 junior scholarships for the whole of the province, 6 of the first grade of the value of Rs. 20, 26 of the second grade of the value of Rs. 15, and 49 third grade of the value of Rs. 10. These scholarships are distributed as follows:—

	1st grade.	2nd grade.	3rd grade.
Dacca Division	3	6	12
Chittagong „		2	7
Rajshahi „		6	10
Surma Valley	3	5	8
Assam Valley and Hill districts		7	12
Total ...	6	26	49

Scholarships of the first grade are awarded by the Director to the first three eligible candidates in order of merit in Eastern Bengal and Assam,

respectively. In Eastern Bengal second-grade scholarships are awarded, according to results within divisions, to candidates who do not win first-grade scholarships, while third-grade scholarships are allotted to districts up to the divisional totals. The allotment in the latter case is made annually by the Commissioner of the Division in consultation with the Divisional Inspector, and is notified by the former in the Gazette not later than the 1st of September of each year.

In Assam second and third grade scholarships are similarly awarded according to results within divisions, and the award is subject to the rule that, in so far as eligible candidates are available, scholarships are reserved for natives of the division to which they are allotted. The following special reservations have, however, been made:—

Assam Valley and Hill districts.—One for Muhammadan, one for an Ahom, and three for students belonging to Hill races.

Surma Valley.—Three for Muhammadans, and one each for natives of Cachar, the Jaintia Parganas, and Manipur.

Both divisions.—One for a deserving student in straitened circumstances.

Reserved scholarships for which no candidates are forthcoming are distributed to other candidates according to seniority.

The first 12 candidates in order of merit obtain scholarships of the second grade and the remaining 20 those of the third grade.

The total number of Senior college scholarships is 33, 6 of the first grade of the value of Rs. 25, and 27 of the second grade of the value of Rs. 20. They are distributed as follows:—

	1st grade.	2nd grade.
Dacca Division	3	4
Chittagong „		2
Rajshahi „		4
Surma Valley	3	7
Assam Valley and Hill districts		10
Total ...	6	27

First-grade scholarships are awarded to the first three successful candidates in order of merit in Eastern Bengal and Assam, respectively.

Second-grade scholarships are awarded, according to results within divisions, to candidates who do not win a first-grade scholarship. In Assam, however, the award is subject to reservations similar to those that have been made in the case of Junior scholarships.

Both the Senior and Junior scholarships are tenable for two years; but in special cases of failure, not due to laziness, the Director may prolong the period to three years. Scholarship-holders must read in institutions recognised by the department.

In addition to these there are three post-graduate scholarships. Two are of the value of Rs. 40 and Rs. 30 respectively; they are awarded annually on the result of the B.A. and the B Sc. examinations to the two most distinguished candidates who have studied in a Government college. They are tenable for two years in the Dacca College. The third is of the value of Rs. 20 and is awarded to the holder of the Raja Kali Narayan scholarship, provided that he has acquitted himself satisfactorily in the first year of the M.A. course. The scholarship is tenable at the Dacca College for the second year of the course.

Finally, there is one post-graduate scholarship of the value of Rs. 100. It is awarded only when a desirable candidate of high qualifications, who appears likely to conduct original research with success, is available. The scholarship is tenable for a maximum period of three years, but ordinarily it is awarded for two years for scientific, and for one year for literary research. The award is made by Government.

The total amount spent on scholarships has increased by 31·7 per cent. in Eastern Bengal, by 6 per cent. in Assam, and by 25·4 per cent. in the province as a whole. It amounted in 1911-1912 to Rs. 39,346, of which Rs. 36,449

was met from Provincial revenues and the balance from other sources. The expenditure from the Provincial revenues rose by 64·1 per cent. in Eastern Bengal and by 6 per cent in Assam, but the expenditure from "other sources," a heading confined to Eastern Bengal, fell by 56·3 per cent.

GENERAL REMARKS.

88. No subject has occupied a more important place in the programme of the Department during the last five years than the improvement of the collegiate education in the province. "At the time," as was observed in one of the Resolutions of the Local Government, "when the new province was created, both Assam and the transferred districts of Bengal were ill provided with facilities for sound collegiate education, and this became more apparent when the Regulations of the Calcutta University inaugurated a higher standard of training and instruction. The province started with State colleges of the first grade at Dacca and Rajshahi, and of the second grade at Chittagong and Gauhati. There were also seven private colleges, one (Brajamohan College, Barisal) of the first grade, and the remainder situated at Dacca (Jagannath College), Mymensingh, Tangail (Mymensingh district), Pabna, Comilla, and Sylhet, of the second grade. In none of these institutions was the standard of education of the high level now contemplated by the University Regulations, and the majority of the second grade colleges were of the poor type condemned by the Universities Commission." The task which the Department had before it of bringing the colleges up to a standard which the new conditions demanded was therefore not a light one; but that it has been performed on a plan well considered and well defined and with due regard for the educational needs of each division, there can be no doubt whatever. In the Dacca Division, there were formerly four colleges, two of the first grade and two of the second. To satisfy the needs of the division, which is by far the most advanced in point of education, one of the latter has been raised to the first grade and all four have been, or are about to be, remodelled and placed entirely on a new basis. In the backward Rajshahi Division one college has been considered sufficient. This is a Government college and staffed entirely by Indian graduates. The Chittagong Division has hitherto been very badly equipped with facilities for collegiate education. It contained only two inferior second-grade colleges, one, a Government institution, at Chittagong and the other, a private institution, at Comilla, a healthy and popular educational centre. The Government college has now been transformed into a thoroughly well-equipped institution which provides instruction up tothe B.A. course, while the private college has been brought up to a fair standard of efficiency. There was formerly not a single college of the first grade in Assam, and not only was the want greatly felt, but the fact was resented by the inhabitants. The Cotton College at Gauhati has accordingly been reformed and raised to that grade. The only other college in this portion of this province was an inefficient second grade institution in Sylhet. This has, since the end of the quinquennium, been taken over by Government, and will before long be placed on a satisfactory basis. In short, not only has the efficiency of the individual colleges been greatly increased and their scope extended, but each division has been made educationally self-contained. No parent need, therefore, send his son elsewhere now to procure for him, at a moderate cost, the highest education which the University offers, nor sever him completely from those home influences which are so essential for the formation of character. And we have only to turn to the statistics cited in the earlier paragraphs to be satisfied that full advantage has been taken of the special facilities thus offered. Most important of all is the creation in the Dacca College of a noble model and exemplar of what a residential college in India ought to be, and what the same enlightened liberality which planned and executed this work "of fine intelligence" may yet again accomplish.

CHAPTER V.

SECONDARY EDUCATION.

General Character and Classification.

89. Secondary education is imparted in schools of two grades, high and middle. High schools impart instruction up to the stage of the Matriculation Examination of the Calcutta University; middle schools stop about three years short of that stage.

Middle schools are subdivided into two classes, middle English and middle vernacular. Prior to the quinquennium under review, they offered an identical course of vernacular instruction; but English was compulsory in the one and optional in the other. The difference between the two was sometimes nominal owing to the irregular introduction of English teaching in schools classed as middle vernacular.

The adoption, however, of a new syllabus for all English schools with effect from the year 1908 has resulted in assimilating completely the standards of middle English schools with the lower classes of high schools; and, on the other hand, a sharp line of demarcation has been drawn between English and vernacular schools by the prescription, since the beginning of the present year, of a distinct syllabus for the latter. There is thus no longer any connection between middle English and middle vernacular schools. The former have now been made virtually the lower departments of a high school for the benefit of those who regard English education as essential for the progress in life of their children, while the latter have been converted into self-contained institutions, giving a complete course of instruction in the vernacular for the requirements of those who do not look beyond primary, or, at most, beyond middle instruction. A more appropriate division of secondary schools now would, therefore, be into English and vernacular.

Secondary Schools.

General statistics of secondary schools.

90. English schools, high and middle, have shown a steady increase during the last ten years. In 1901-02 their number was 608, in 1906-07 it was 723, while in 1911-12 it amounted to 962. Pupils reading in them have similarly increased from 78,579 and 89,103 to 162,776. Vernacular schools have, on the other hand, declined during the same period. Between the years 1901-02 and 1906-07 their number fell from 480 to 420, and, during the quinquennium under review, to 327, while pupils attending them decreased from 24,619 and 24,401 to 20,989. Even these figures do not, however, represent the real extent of the decline. For, owing to the irregular teaching of English which has been improperly permitted in many middle vernacular schools in Eastern Bengal, it is probable that a great majority of them will in future be converted into middle English schools. This process of conversion would perhaps have been accelerated during the quinquennium, had not the department strictly forbidden it pending discussion of the inquiry held two years ago into the condition of middle education. "Now, however," observes the Director in his report for the year 1908-09, "that the new curriculum for middle vernacular schools vetoes the teaching of English, it is expected that the majority of middle vernacular schools in Eastern Bengal will be converted into middle English schools as soon as they are permitted to do so, leaving as a residuum only those schools that are situated in strictly rural localities. It is precisely for such localities that the new curriculum is intended, aiming, as it does, at the complete education (so far as is necessary) of the *chasas'* or talukdars' sons, and once the pseudo-middle vernacular

school in which English is taught has disappeared, it is hoped that the new system of education will be introduced with success"

AVERAGE NUMBER OF 'PUPILS' IN SECONDARY SCHOOLS.

91. With the increase in the number of schools, the average number of pupils to a school shows a considerable improvement in every division. With the exception of the only Municipal High school in the province, which exists in Chittagong, the high schools maintained by the Department are the most numerously attended, with an average of 370 in each. Next come aided schools with an average of 364 and unaided schools with 309. The average in the previous quinquennium was, in the case of the first, 271, in the case of the second, 218, and in the case of the third, 211. All middle schools throughout the province show a similar improvement in strength, the average number in Government schools having risen from 76 to 98, in Board schools from 78 to 103, in aided schools from 68 to 97, and in unaided schools from 79 to 112. "The last figures," observes the Inspector of the Dacca Division, "clearly indicate that some redistribution of grant and increased allotment for middle schools is desirable, as obviously some of the largely attended middle schools are likely to be deserving of aid."

ATTENDANCE.

92. The average daily attendance bore to the average monthly roll number a proportion of 86·4 per cent. in Government schools, 81·3 in Board schools, 82·1 in aided schools, and 80·8 in unaided schools. The percentages for Government and Board schools are much the same as in the previous quinquennium, but the percentage for unaided schools shows a remarkable increase, which may fairly be regarded as an indication of improved discipline.

STAGES OF INSTRUCTION.

93. The statistics which we have hitherto dealt with relate to the total number of pupils in secondary schools. All secondary schools, however, still have primary departments attached to them, although there is a tendency towards their gradual abolition in high schools.

The division of pupils according to the stages of instruction is shown in Table IV. This table may be summarized for facility of reference as follows :—

Stage of instruction.	Number of pupils in 1906-1907.	Percentage.	Number of pupils in 1911-1912.	Percentage.
High	18,952	16·7	28,586	15·6
Middle	23,286	20·5	38,609	21
Upper Primary	26,540	23·4	45,982	25
Lower „ (A) ...	35,925	31·6	62,032	33·8
Lower „ (B) ...	8,801	7·8	8,556	4·6

An examination of these figures will show that it is only about 36 per cent. of the pupils who attend secondary schools that are in the secondary stage, and that, while the proportions of boys in the middle stage, the upper primary stage, and the higher section of the lower primary stage have risen slightly, they have fallen both in the high stage and in the lowest stage. The decline

in the former case is very possibly due to the stricter system of class promotion which now obtains in most of the high schools, and to the fact that the leaving tests in middle English schools have been made more stringent; the decline in the latter is only apparent, the reduced figure being the result of the better differentiation of primary and secondary schools which has been introduced during the quinquennium.

TEACHING OF ENGLISH IN SECONDARY SCHOOLS.

94. Pupils reading English in secondary English schools have increased from 63,007 to 129,497, or by over 105 per cent., while those who read the vernacular course only have risen from 26,096 to 33,279. That the number of the latter class is still so large is due to the practice of postponing the teaching of English in these schools until the pupil has learnt the elementary subjects of instruction in the lower classes in the vernacular. In middle vernacular schools, on the other hand, pupils who learn English have during the last five years declined from 4,104 to 749, and it will be noticed that the decline has been most marked since 1909-10. There can be little doubt that the publication of the new curriculum for high and middle English schools, the reservation of scholarships to schools of corresponding denomination, and the prohibition of the teaching of English in those vernacular schools which compete for scholarships have all combined to bring this result about.

Taking, however, the figures for all grades of schools, we find that the number of pupils who read English has increased from 67,572 to 130,940. One pupil out of every five reads English in the Dacca Division, one in every seven in the Chittagong Division, one in every eight in the Rajshahi Division, one in every nine in the Surma Valley Division, and one in every ten in the Assam Valley Division, while the proportion in the case of the whole province works out to one in every seven.

ENGLISH SECONDARY SCHOOLS FOR BOYS ACCORDING TO MANAGEMENT.

95. There are now 66 English secondary schools for boys under public management and 896 under private management, containing 16,820 and 145,956 pupils, respectively. They have increased during the quinquennium by 239 or 3·0 per cent., and the pupils reading in them by 73,673 or 82·6 per cent.

VERNACULAR SECONDARY SCHOOLS FOR BOYS ACCORDING TO MANAGEMENT.

93. There were, at the end of the quinquennium, 60 middle vernacular schools under public management and 267 under private management. Schools of the former class have increased from 59 to 60, and the pupils attending them have risen from 4,110 to 4,605. Schools of the latter class have, on the other hand, fallen in number from 361 to 267, and the pupils attending them have decreased from 20,291 to 16,383.

High Schools.

97. Of all the schools either under public or private management, high schools are the most important. These prepare candidates for, or teach up to, the standard of the Matriculation Examination of the Calcutta University. "Though," observed the Director in his report for the year 1908-09, "it is educationally unsound to permit schools to regard a single examination as the object of their existence, with the exception of the provision of "B" classes in a few Government schools, no steps have hitherto been taken to introduce any other examination as the alternative of the Entrance Examination. The development of the idea of 'Modern sides' as suggested by the Industrial Conference should, however, do much to remedy this defect, and it seems also desirable to follow the example of Bengal in considering the possibility of

introducing a school final examination to provide a certificate which will be evidence that the holder has received a sound education in a recognised school, and that he has really learnt what the school professes to have taught him."

One of the principal features of the quinquennium was the formal inspection of all recognised high schools on behalf of the University. Not all the high schools shown in the returns enjoy recognition. Some have only provisional recognition; some have not even that. But 198 out of the 212 schools which existed at the close of the previous quinquennium enjoyed this privilege, and, as such, were required to fulfil the conditions set forth in Chapter XXII of the new University Regulations. The inspection was completed in year 1908-09, and action was subsequently taken by the Syndicate on the report of the special Inspectors employed by the Local Government at their request. Eight schools failed to come up to the standard required, and recognition was withdrawn from them, so that at the end of the year 1911-12 there remained in all 208 recognised high schools.

Taking, however, all high schools, recognised and unrecognised, together, their number increased from 212 to 224, or by 5·6 per cent., while the number of pupils reading in them rose from 47,130 to 74,557, or by 58·1 per cent. This increase was shared by all the divisions of the province. In the Dacca Division schools increased by 8·4 per cent. and pupils by 52 per cent.; in the Rajshahi Division by 2·2 per cent. and 63·4 per cent., respectively; in the Chittagong Division by 6·2 per cent. and 83·4 per cent.; in the Surma Valley and the Assam Valley Divisions, although the number of schools remained unchanged, the pupils increased in the former by 32·3 per cent. and in the latter by 56·7 per cent.

Reference was made in the last Quinquennial Report to the unnecessary multiplication of schools beyond the needs of the community during the previous quinquennium, and it was pointed out that schools were growing faster than pupils. During the quinquennium under review, however, the process seems to have been reversed, largely owing to the fact that there is now a growing demand for English education among the members of the Muhammadan community. "With the subsidence of political excitement and with an increased desire for English education among a large section of the community, viz., the Muhammadans," writes the Inspector of Chittagong, "the demand for high education grew so great that the existing institutions were found quite inadequate to cope with it. The people became conscious of their responsibilities, and public-spirited men came forward singly, or in a happy combination with others, to open schools at a considerable pecuniary sacrifice." It is to be feared, however, from his subsequent remarks, that these schools were distinguished rather by quantity than by quality.

State High Schools.

98. State schools have increased by 5 or by 20 per cent., and their number at the end of the year 1911-12 was 30. The increase was due to the elevation of the Armanitola Middle English School at Dacca to the status of a high school in order to serve as a practising school to the Training College, and to the fact that three schools in Bakarganj and one in the district of Sylhet were temporarily taken under Government management. Partly for this reason and partly owing to the reputation which State schools enjoy of being the best managed and the most efficient, the number of pupils reading in them rose from 6,793 to 11,107, or by 63·5 per cent., the largest increase in any one class of schools. "But for the want of accommodation," observes one Inspector, "and the limitation of admission, from both of which they suffer to a larger extent than the aided and unaided schools, they would have proved most popular with the general public." State schools are not self-supporting either in Eastern Bengal or in Assam, although fees play a large part in their maintenance. The deficit is made up by grants from Provincial revenues which vary from division to division. During the last year of the quinquennium under review these grants amounted, in the Dacca Division, to 44·6 per cent. of the total cost, in the Rajshahi Division to 45·6 per cent., in the Assam Valley

Division to 39·2 per cent., in the Surma Valley Division to 28·2 per cent., while in the Chittagong Division they amounted to as much as 57·4 per cent.

Local Fund Schools.

99. The only high school managed by a local body in this province is the Municipal High school in the town of Chittagong. It had, in 1911-12, 593 pupils on its roll against 547 in 1906-07. It is fairly well housed and well equipped, and is hardly inferior to any of the State schools. The total expenditure during 1911-12 came to Rs. 13,488, of which Rs. 2,111 was contributed from Provincial revenues and only Rs. 600 from Municipal funds. The staff consisted of 23 teachers, of whom five were graduates, six had passed the F. A. Examination, and two the Matriculation Examination. The rest had other or no certificates. During the quinquennium the school passed on an average 24 boys a year at the Matriculation Examination.

Aided and Unaided High Schools.

100. A feature of the quinquennium is the great development of high schools under private management. Aided schools declined in number by 7, owing to the withdrawal of Government grants from some schools on account of their hopeless inefficiency or participation in political agitation in defiance of the Government of India circular letter on the subject; but unaided schools increased by 14, while the number of pupils in them rose in the former class of schools from 13,792 to 20,419, or by 48 per cent., and in the latter from 25,998 to as much as 42,438, or by 63·2. In no other province perhaps has the policy of developing secondary education through private agency been attended with so much numerical success as in this. While Government maintains only 30 schools, which educate 11,107 pupils, there are now 193 institutions under private management containing no less than 62,857 boys; and what is more significant is that over 60 per cent. of these are schools which receive no aid from Government at all. The schools which have grown up under this system are not, however, such as the founders of secondary education in India ever dreamt of. The majority of them have grown up indiscriminately without adequate resources, direction, or control. They are badly managed, insufficiently and inefficiently staffed, miserably housed, and scantily equipped. One Inspector describes them as follows:—"High schools probably in the whole of Eastern Bengal are generally of weak organisation, owing partly to the want of funds and partly to absence of proper departmental control. Schools were allowed to be started and recognised in large numbers, without due provision having been made for their support and efficiency. Buildings are generally bad; appliances are wanting almost everywhere. Teachers are poorly paid, and consequently, in many cases incompetent. Continuity of work is out of the question; agreements are seldom taken; nor are the teachers willing to give them, considering the small pay they receive. There is, therefore, frequent change of teachers, to the prejudice of discipline and progress. The higher posts are generally held by candidates for the Bar, who quit their posts as soon as they pass the Law examination. Apart from the question of inefficiency of staff, the schools suffer from unhealthy rivalry. The managers and the teachers alike are anxious to swell the number of their boys, and promotions and admissions are, as a matter of fact, allowed in many cases without any restrictions Great leniency is shown in the selection of candidates for the Entrance Examination. The system of teaching is also defective. There are practically no trained teachers, and cram is openly encouraged."

And it is schools of this kind that have debased the whole tone of secondary education in this province. The first requisite for the improvement of this deplorable condition of affairs is a more liberal scale of assistance to the aided schools. But this must go hand in hand with a proportionate increase of the fees, for which rates should be prescribed, and with the strict

maintenance of an adequate standard scale of establishment, sufficient not merely to attract, but also to retain for a reasonable time, the services of qualified teachers. Something has been done during the quinquennium in this direction. "The schools on the aided list," observes the Inspector of the Chittagong Division, "received more substantial assistance than formerly. The departmental control over them has increased in consequence, the prospects and qualifications of the teachers have been bettered, and a decided advance has been made in the mode of instruction and the tone of discipline." But a good deal more remains to be done. And as regards the unaided schools the remedy lies with the University. Until it takes effectual steps to raise the fee-rates, to check indiscriminate promotion, to enhance the salaries of teachers and, generally, to enforce its regulations for the recognition of high schools, the condition of this class of schools will remain an open sore. The question is, however, one of finance primarily, for, if Government steps in and undertakes to give adequate grants-in-aid to those unaided schools which are prepared to conform to the grant-in-aid rules, and to utilize the grants for the purpose of following the regulations laid down by the University, there can be no object in permitting the continuance of the schools which do not attain a reasonable standard.

Middle English Schools.

101. Owing partly to the growing desire for English education among all sections of the community, especially among the Muhammadans, partly to the prescription of a suitable curriculum for English schools and, perhaps, chiefly to the comparative cheapness of middle English education, middle English schools showed a remarkable increase during the quinquennium under review. The great majority of these are of the aided type. Government maintains an insignificant number. Local bodies support a few and aid a great number. But more than four-fifths of the expenditure comes from private sources. The numbers are now 6 Government schools, 29 under local bodies, 412 aided, and 291 unaided. State schools have increased by one, Board schools by 11, aided schools by 62, and unaided schools by 153. This increase, which was common to both portions of the province, was accompanied by a steady increase in the number of pupils. This has risen during the quinquennium from 41,973 to 88,219. In aided schools the rise amounted to 74·4 per cent., in Board schools to 124·4 per cent., in State schools to 131·6, while in unaided schools it amounted to no less than 196·8 per cent. The interesting feature, which a glance at these figures brings out prominently, is the enormous increase in the number of aided and unaided schools and of their pupils. It is, however, precisely to these that the remarks, which have already been made with regard to high schools, are most applicable. A special inspection made in 1909-1910 revealed the facts that in some cases the buildings are unsatisfactory, that in a majority of cases furniture and teaching appliances are insufficient, that in most the teachers, badly paid and thoroughly inefficient, are unable to cope with the work thrown on them under the new curriculum, and that in all the financial condition was hopeless. Proposals for bettering the condition of these schools were formulated in 1908 in connection with the general scheme for the improvement of secondary education throughout the province, but for want of funds very little could be done during the quinquennium beyond an attempt to increase their income from fees and subscriptions. The question, however, is one of great importance, for middle English schools, as at present organised, form a not inconsiderable part of the foundation upon which high and collegiate education is raised. It is a question which has been engaging the earnest consideration of the Government, and will, no doubt, be taken up at an early date.

Middle Vernacular Schools.

102. Middle vernacular schools were as unpopular as ever, and the tendency to further decline, which was noticed in the last quinquennium, continued

unchecked. They decreased in number during the last five years from 420 to 327, and in strength from 24,401 to 20,989. This decrease was common to institutions of all kinds, except the State schools, which increased in number by 3 and in pupils by 362. Dacca and the Assam Valley are the only two divisions which did not share in the general decline. In the former, this was due to the increasing desire for higher education in any form, and to the continuance of the teaching of English even though it involved the forfeiture of scholarship rights. No explanation has been offered with regard to the latter. In the other divisions schools of this class appear to be doomed to extinction before long. In Chittagong, circle schools, which were of the middle vernacular status, were at one time very popular with the people, but they have ceased to be so since the prohibition of the teaching of English in vernacular schools. "In 1906-1907," observes the Inspector, "there were 53 circle schools in the division, some of which were central and some ancillary. With the increasing demand for English education the majority of the ancillary schools disappeared, one after another. Many of them adopted English and grew into middle English schools. The central schools have to be constantly shifted from place to place for want of local sympathy and support. They are no longer in demand." The Inspector of Dacca refers to the same tendency, and points out that, since 1909-1910, requests have frequently been made to remove circle schools, because the local people wished to start middle English schools instead.

CONTROL OF UNAIDED SCHOOLS.

103. In spite of the principle enunciated in the Resolution of the Government of India issued in 1904, that "whether our secondary schools are managed by public authorities or private persons, and whether they receive aid from Government or not, the Government is bound in the interest of the community to see that education provided in them is sound," the control exercised by the Department over unaided schools in this province still rests on a very slender basis. The entire management of many of them is in the hands of the proprietor or his agent, and the so-called committees of management exist only in name. They are not bound to conform to the rules and regulations of the Department; the only hold which the Department has over them is derived from the power of withdrawal, in extreme cases of mismanagement, of their right to participate in the Government scholarship system, and from the exercise of its discretion in refusing to recommend to the University the continued recognition of high schools.

GRANT-IN-AID SYSTEM.

104. The considerations which govern the grant of aid to secondary schools are the income, expenditure, and efficiency of the institution, the needs of the locality, and the funds available. Before the payment of the grant from year to year, departmental officers must be satisfied that the instruction imparted is efficient, that the departmental curricula are followed, that provision has been made for instruction in drill and drawing, that the staff of teachers employed is adequate and well qualified, that fees are levied, that the accounts are properly kept, that the school is properly housed and equipped, and that a proper standard of discipline is maintained.

Aided schools, together with their accounts and registers, must be open to inspection, and they must conform to Departmental rules and regulations.

Grants-in-aid to high English schools are paid from Provincial revenues, while those to middle English and middle vernacular schools are paid either from the Provincial or District Board funds, or in rare cases, from Municipal funds. There has been no change during the quinquennium in the rules relating to these grants from the District Board funds, but the rules regarding the grants from the Provincial revenues have been revised, and the scope of Government assistance enlarged by providing for grants towards the purchase of furniture and appliances. The amount of the grant varies from district to

district, but, ordinarily, it ranges from Rs. 15 to Rs. 25 in the case of middle English schools, and from Rs. 8 to Rs. 15 in the case of middle vernacular schools. "This," observes the Inspector of the Dacca Division, "is a disproportionately small amount of the total expenditure that has to be incurred in maintaining these schools. The Boards' funds for aiding these institutions are extremely limited: nor can they expect any assistance from Government, as it cannot, under the Bengal Local Self-Government Act, make any grant to District Boards, except for the purposes of primary education. An attempt is, indeed, being made to concentrate the available resources, but too much cannot be expected. We need, therefore, grants to be placed at the disposal of the Divisional Inspector for the direct encouragement of middle education by supplementing the efforts of the District Boards. As these schools are feeders to the high schools, any inefficiency in their condition is bound to re-act upon the tone of high school education."

Since the beginning of the quinquennium a portion of the grant-in-aid to middle schools in Assam has been assessed on a capitation basis, the object being to stimulate the energy of the teachers and to increase the number of pupils reading in the higher classes. The suitability of the system for schools of this class is, however, open to question. The Inspector of the Surma Valley Division remarks that it is still very doubtful whether the introduction of the capitation system will be effective in middle schools, where the numbers in the first two classes depend upon circumstances beyond the control of the teacher or the managers. "It is to be remembered that a large proportion of the pupils attending these schools never intend passing beyond the primary stage. Moreover, the indiscriminate introduction of the system in middle schools is likely to defeat the object in view, by helping most largely the schools in advanced and prosperous localities which require least help, but diminishing the grants to schools in backward localities where a taste for education has to be created, and where such fostering help is necessary." The question of retaining the capitation system in secondary schools will probably have to be reconsidered before long.

Buildings and Equipment.

State High Schools.

105. There is no standard plan for English secondary schools, and the buildings vary according to the different localities and according to the different classes of management. In Eastern Bengal all the State high schools, with three exceptions, are located in *pucca* one-storied buildings with spacious compounds. The three exceptions are the new schools in Bakarganj, which have been temporarily provincialised and more modestly housed. The buildings in the Dacca and the Rajshahi Divisions have been erected with due regard to educational requirements. In Chittagong, however, they are extremely unsatisfactory and quite unsuitable for the purpose for which they are used. All the four schools of the division suffer from inadequate accommodation and from badly lighted and ventilated class-rooms. In the three plains districts the buildings are old houses originally designed for quite other than school purposes. At Chittagong the Collegiate school occupies the upper rooms of a two-storied building of which the ground-floor is used by the post-office. The only school that is about to be provided with a school building expressly designed for the purpose is the Rangamati High School. The fact that many aided high schools are far better housed is an additional reason for the speedy improvement of the zilla school buildings.

In Assam, although the majority of these schools are of *kutcha-pucca* construction with iron frames, *pucca* plinths, and corrugated-iron roofs, they are on the whole spacious and specially designed for school use.

In both portions of the province, however, the accommodation provided has not kept pace with the demand, and the result is that the schools in every division are overcrowded. The Inspector of the Rajshahi Division reports that additional accommodation is required in nearly every Government school in his division. In the Assam Valley and the Surma Valley Divisions

the accommodation is barely sufficient. And in the Dacca Division not only are the older schools so full that fresh admissions have to be refused, but even the temporary new Government school at Bakarganj and the recently erected school-building at Mymensingh require expansion.

AIDED AND UNAIDED HIGH SCHOOLS.

106. Aided and unaided schools are worse off in this respect, nearly all their school-houses have been built without any fixed plan, and in some of them no arrangement has been made even for proper light and air, while not a few are so bad that they are absolutely incapable of improvement. In Assam the aided schools are reported to be fairly well-housed, but the unaided schools are no better than those of Eastern Bengal.

MIDDLE ENGLISH SCHOOLS.

107. Like the aided and unaided schools, middle English schools in Eastern Bengal are located mostly in unsatisfactory buildings. Generally speaking, these houses have *kutcha* plinths, corrugated-iron roofs, and mat-walls; but they do not conform to any type-plan, and are usually unsuitable for school purposes. Middle vernacular schools in many cases do not even possess school-houses of their own, and, where they have them, the houses are very poor structures. Of all middle vernacular schools, circle schools are the worst housed, depending as they do on public charity for their accommodation. Practically speaking, the only good houses to be found are those belonging to schools in which English is being taught; these are situated only in advanced localities where the people are desirous of changing the status of their schools from middle vernacular to middle English.

In Assam, however, middle school buildings are better. Most of the Government schools have been built according to standard plans, and the buildings are neat in appearance and suitable for their purpose. In the rest the usual type has *ekra* walls and a corrugated-iron or thatched roof.

GRANTS-IN-AID FOR BUILDINGS.

108. An attempt was made during the quinquennium, in Eastern Bengal at least, to grapple with the problem of insufficient and unsatisfactory accommodation in the high schools under private management. But the intricate procedure laid down in the Code rendered it difficult to bring building schemes to a successful issue. As a matter of fact, only a very small percentage of schools were able to take advantage of the building grants which were made during the period under review, although a number of cases are still under consideration. Few of these schools have large balances to their credit, and fewer still can raise the requisite contribution from the local people. Progress must, therefore, be slow, unless Government consents to waive these conditions.

EQUIPMENT.

STATE HIGH SCHOOLS.

109. The Inspector of the Dacca Division complains that "some schools have found difficulties in providing suitable furniture, as the contract grants at their disposal leave very little margin for the purpose after meeting other necessary expenses." In Chittagong the State schools are better equipped than accommodated, and in the Assam Valley most schools are well equipped with maps and pictures, though the furniture in some of them is hardly adequate for the number of pupils.

AIDED AND UNAIDED SCHOOLS.

110. In private schools the furniture and appliances are scanty, and the supply of books and maps meagre. Many of them have no libraries worthy of the name. Although provision has been made for grants towards the purchase

of library books, furniture, and appliances, very little advantage has yet been taken of them.

MIDDLE SCHOOLS.

111. The equipment in middle English and middle vernacular schools in Eastern Bengal varies from division to division. In Dacca it is poor, owing to the chronic poverty of these institutions, but is said to be improving. In Rajshahi there is hardly a single properly equipped middle school, excepting the practising school attached to the Rangpur Normal School, and the Board schools are reported to be as bad in this respect as the aided and unaided ones. In Chittagong the equipment in State and Board schools is rather better than that in the aided and unaided schools. Some improvement was, however, effected during the quinquennium in every division out of the Imperial allotment placed at the disposal of the Inspectors. "If," observes the Inspector of Dacca, "equipment grants were regularly given to Divisional Inspectors, matters could be much improved, for local people are generally found to be willing to supplement a Government grant for furniture and apparatus."

In Assam, the furniture in middle schools is usually adequate, and maps, blackboards, globes, etc., are regularly supplied.

Qualifications and Pay of Teachers.

HIGH ENGLISH SCHOOLS.

112. The main defect in both the Government and the private institutions of this province is the inferior standing of the teachers in respect both of pay and of qualifications. Compared with other branches of Government service, the Education Department is underpaid and extremely unpopular, and it is generally men who have failed in every other walk of life or who look upon it as a stepping-stone to some lucrative profession that adopt that career. In a letter addressed to the Government of India, dated the 18th May 1908, the Local Government pointed out that the Head-master of a Government school, who stands at the top of this branch of the profession, cannot rise above Rs. 250 a month, while three-quarters of the teachers belong to the miserably paid Lower Subordinate Service, in which the salary begins at Rs. 15 a month and ends at only Rs. 45, or occupy posts on corresponding rates of salary. And an inspection made in that year on behalf of the University revealed the fact that, out of 1,676 high school teachers employed in 143 institutions under private management, nearly 1,200 received less than Rs. 30 and nearly 300 less than Rs 50 a month. With such salaries no staff can be other than inefficient.

MIDDLE ENGLISH SCHOOLS.

113. In middle English schools, however, the position was not quite so bad, and appears to have undergone some improvement. To take one example, in Dacca, the number of teachers who had passed the Intermediate Examination increased from 23 to 97, and of those who had passed the Matriculation Examination from 210 to 488. Other divisions showed a similar improvement; but in spite of this "we cannot," as Mr. Stapleton observes, "shut our eyes to the fact that there are still a large number of non-matriculate English teachers as well as vernacular teachers who are not trained.

MIDDLE VERNACULAR SCHOOLS.

114. No improvement has been effected in the staff of middle vernacular schools. It consists of three teachers, one head-pandit who has generally obtained a Normal school certificate, and two other pandits of lower qualifications; but these teachers are neither properly trained nor sufficient for the number of pupils that attend these schools, as the Inspectors unanimously testify. Steps are, however, being taken to improve this state of affairs.

Income and Expenditure.

EXPENDITURE ON ENGLISH SECONDARY SCHOOLS.

115. The total expenditure on English secondary schools increased, during the quinquennium, from Rs. 13,32,734 to Rs. 21,97,283, or by Rs. 8,64,549; the rate of increase (64·8 per cent.) was, however, less than that in the number of their pupils (82·6). Something has been done to improve the Government schools; with regard to the aided schools, the increased expenditure has been made possible partly by increase of fee-income and partly by the grants on a more liberal scale which have been given to some of the aided schools to enable them to satisfy the standard laid down by the University. The fee-receipts show a remarkable increase from Rs. 8,71,783 to Rs. 15,50,411, or 77·8 per cent., which is again lower than the rate of increase in number of pupils. The receipts from subscriptions, donations, and other local contributions have increased only from Rs. 2,40,074 to Rs. 2,86,601, an insignificant advance of Rs. 46,527. The desirability of proportionately increased subscriptions to meet the rising cost of secondary education is evidently not understood by the wealthy inhabitants of Eastern Bengal, and higher education is never likely to be "broad-based upon the people's *wills*."

VERNACULAR SECONDARY SCHOOLS.

116. The total expenditure on vernacular secondary schools again declined from Rs. 1,84,966 to Rs. 1,64,844, or by 10·8 per cent. This decrease was shared by all the divisions except Dacca. The only increase was under the head of provincial grants which rose from Rs. 11,420 to Rs. 14,925, or by 30·6 per cent., and, in the case of schools under private management in which the expenditure rose from Rs. 27,784 to Rs. 32,050, or by 15·3 per cent. The rest showed a perceptible decline. The grants from the District and Municipal funds declined from Rs. 37,566 to Rs. 31,716, the receipts from fees from Rs. 81,907 to Rs. 69,866, and the contributions from other sources from Rs. 26,289 to Rs. 16,287. These figures, taken along with the fact that the number of pupils has also declined though not in the same proportion, indicate unmistakably the waning popularity of the vernacular system of education.

AVERAGE COST OF A SECONDARY SCHOOL.

117. The average annual cost of maintaining a high school in Eastern Bengal increased during the quinquennium from Rs. 4,186 to Rs. 6,172, and of maintaining a middle English school from Rs. 703 to Rs. 1,007. In Assam the corresponding rise was from Rs. 5,762 to Rs. 7,412, and from Rs. 1,261 to Rs. 1,400. The cost of a vernacular school, on the other hand, while it increased from Rs. 399 to Rs. 463 in the former, declined slightly, from Rs. 862 to Rs. 846, in the latter. Taking the divisions one by one we find that Dacca spends, on an average, on a high school Rs. 5,786, on a middle English school Rs. 1,019, and on a vernacular school Rs. 423; Rajshahi spends Rs. 6,443, Rs. 1,008, and Rs. 518; Chittagong Rs. 7,114, Rs. 982, and Rs. 505; the Assam Valley Rs. 7,062, 1,494, and 886; and the Surma Valley Rs. 8,005, Rs. 1,355, and Rs. 758, respectively.

COST OF EDUCATING A BOY.

118. The average cost of educating a boy, both in Eastern Bengal and Assam, shows, however, little variation, although there is a slight tendency to decline, owing to the increased number of pupils. The average cost in Eastern Bengal is now Rs. 18·4 in a high school, Rs. 8·3 in a middle school, and Rs. 7·4 in a vernacular school. The corresponding figures for Assam are Rs. 23, Rs. 12·1, and Rs. 10·7. In Eastern Bengal the cost is highest in Rajshahi and lowest in Chittagong, while Dacca holds an intermediate

position. In Assam there is practically no difference in the figures for the two divisions.

FEES.

119. The total fee-income rose from Rs. 8,71,783 to Rs. 15,50,411, an increase of 77·8 per cent.; the rate of increase in the number of pupils was, however, still higher.

The rules under which fees are realised have been laid down by the Department. The standard is set by the institutions under public management, and aided schools are expected to work approximately up to the same rates. Unaided schools are, however, left to charge whatever fee they like, subject to the limitation that the privilege of recognition may be withdrawn from them by the University, if the fees levied are so low as to involve an unhealthy competition with any existing school.

There is no scale of fees fixed for schools under public management in Eastern Bengal, but ordinarily it ranges, in the case of high schools from Rs. 3 in the highest class to Re. 1 in the lowest, and in middle schools from Re. 1-8 to As. 4. In aided and unaided schools the fees were formerly somewhat low, but an attempt was made during the quinquennium to raise them in every division. In Dacca the high schools were requested two years ago to adopt the following scale of fees:—

		Rs.	A.
Class	X	2	8
„	IX	2	8
„	VIII	2	0
„	VII	2	0
„	VI	1	8
„	V	1	8
„	IV	1	4
„	III	1	0

"The response," says the Inspector, "has been very cordial. With few exceptions the schools have adopted the above rates, and some of them, especially those in the town of Dacca, have increased their fees still further so as to bring the maximum to Rs. 3." As for middle English schools, the following scale is generally demanded in this division whenever any school comes up for recognition for a grant-in-aid or for its renewal:—

		Rs.	A.
Class	VI	1	8
„	V	1	8
„	IV	1	4
„	III	1	0

The rates for classes II and I are, however, left to the local managers, because these are the vernacular classes which exist in primary schools also. Any hard-and-fast rate in their case may, the Inspector thinks, cause migrations to schools of the latter class, and thus affect the popularity of the middle schools. In Rajshahi and Chittagong the fees both in high and in middle English schools have been increased to the same rate. The fees in middle vernacular schools, however, show no improvement, and still range from 8 or 12 annas to 2 annas.

In Assam the rates of fees are fixed both for Government and for aided schools. They are—

	High.		Middle English.		Middle Vernacular.	
	Rs.	A.	Rs.	A.	Rs.	A.
First class	3	0	1	0	0	10
Second „	2	8	0	14	0	8
Third „	2	4	0	10	0	6
Fourth „	2	0	0	8	0	5
Fifth „	1	12	0	6	0	4
Sixth „	1	8	0	4	0	3
Seventh „	1	4	0	2	0	2
Eighth „	1	0	.....		.....	
Ninth „	0	12	.....		.....	

Curricula.

HIGH AND MIDDLE ENGLISH SCHOOLS.

120. For the great majority of boys who read in secondary schools the subjects which must or may be studied in the high school classes are determined by the Matriculation Examination of the Calcutta University. Under the old regulations of that University the subjects for examination were four in number, viz., English, Mathematics, a second language, which might be either classical or vernacular, and History and Geography. Text-books were prescribed in all the subjects and the questions were generally set from them. Under the new regulations the number of subjects which a candidate must take is six, four compulsory and two optional. The compulsory subjects are English, Mathematics, a classical language, and a vernacular language; the optional are History, Geography, Mechanics, Classics of a more advanced standard and Mathematics of a more advanced standard. As a rule, however, schools are content to offer instruction in additional Mathematics, or in additional Classics, or in History, the reason being that these subjects attract pupils and at the same time involve no additional expenditure. The schools which provide a full choice are generally (though not always) Government schools; and all Government schools offer four, if not the full five, optionals. The salient features of the new syllabus are variety of choice, the addition of a vernacular language to the compulsory list, and the general substitution of a syllabus of studies for a list of prescribed text-books.

The first Matriculation Examination was held in the year 1910, and a study of the figures showing the comparative popularity of the optional subjects indicates that History was the line of least resistance; then came additional Mathematics and additional Classics, and last of all Geography and elementary Mechanics. It is difficult at this very early stage to hazard an opinion as to the effect of the change of regulations. A number of Headmasters, who have been consulted, consider that, on the whole the choice of optionals is beneficial; but regret is expressed in some quarters that History and Geography have not been made compulsory. On the whole, save that Geography is not now included as a compulsory subject, the new regulations have not effected any very radical changes in the organisation of the majority of schools.

As a result of these changes, a new curriculum has been drawn up for the eight standards below the two matriculation classes, as well as for the middle English schools. This new curriculum took effect from the session of 1909, and is a compromise between the syllabus laid down by the Government of Bengal, which was described in the last quinquennial report, and that in force before the vernacular system was inaugurated. The medium of instruction in the four highest classes continues to be English; but in the lowest classes, though the medium is largely vernacular, a little more instruction in English is permitted. The main features of this curriculum are:—

(1) that the book-work of pupils has been reduced to a minimum by providing for oral teaching in some of the subjects, such as History and Geography;
(2) that object-lessons find a prominent place in the curriculum; and
(3) that the conversational method of teaching English has been preferred as being the only known method of imparting a working knowledge of a foreign language without undue strain on the memory of the pupil.

It is satisfactory to note that this curriculum has been received favourably, and that even the unaided high English schools, which formerly ignored the vernacular system of education, have at least professedly adopted it. "It must, however, be admitted," observes the Inspector of the Dacca Division, "that there is some difficulty in adopting it *in toto* even in the best Government and aided schools. For instance, oral teaching in History and Geography in the lower classes has not been successful for want of competent teachers. Although the necessary manuals have been published, no marked improvement seems to have taken place in the mode of teaching. If the pupils formerly learnt by rote

and committed to memory the text-books in History and Geography, they now learn by heart and repeat from memory the manuals, or if these are prohibited, as in Government schools, the short and often incorrectly copied notes of the teacher instead." Nor do conversational lessons fare much better at the hands of the untrained teachers of most of the schools.

Alte native Curricula.

121. A majority of students who pass through secondary schools follow the curricula prescribed by the University for the Matriculation Examination. In Eastern Bengal, however, alternative curricula are provided in high schools in the shape of "B" and "C" classes. These classes were opened to provide a two years' course suitable for pupils who propose to follow an engineering or an industrial or commercial career instead of the purely literary course leading up to the Matriculation Examination. The small measure of popularity enjoyed by the "B" classes, however, arose only as the direct result of a supposed stiffening of the standard of the Matriculation Examination and merely showed that for the time being the "B" course was considered an easier one, while the "C" classes have proved a complete failure. The only remedy is the institution of school final examinations and the abolition of the practice of making the Matriculation Examination the gateway to the public services. The domination of the latter examination has exercised a most unwholesome effect on the character of the education imparted in high schools, and no great improvement in their work can be expected until that domination has been removed.

MIDDLE VERNACULAR SCHOOLS.

122. A short description of the changes introduced into the curriculum of vernacular schools has already been given in an earlier chapter. In framing it modern developments in the science of teaching have been taken into account. Actual book-work has been reduced by providing for oral teaching in some of the subjects. Prominence has been given to object-lessons throughout, and while provision has been made for instruction in certain subjects of practical utility, English has been altogether expunged. It is too soon to comment on a course that has only worked for three months, but the main difficulty is the same as that which is experienced in the case of the English curriculum, viz., the lack of trained (or sufficiently trained) men. "The men turned out by our Normal schools," observes the Inspector of the Dacca Division, "may pretend to understand what they are supposed to teach. But their low attainments prevent them from applying the system with anything like intelligence." The defects of the teachers who have only the *guru*-training school certificate are even more obvious.

Examinations.

MIDDLE EXAMINATION.

123. Up to the last quinquennium there were three examinations preceding the University course, the Primary, the Middle, and the Entrance Examinations. The first has been abolished, the second has been replaced since 1904-1905 by a leaving examination, held *in situ* by the teaching staff in Eastern Bengal and by the Inspecting staff in Assam, on which certificates are granted. There appears to be a general consensus of opinion that this examination is unpopular, and that the abolition of a general public examination has not conduced to the efficiency of middle schools. The Inspectors of Eastern Bengal consider that the pupils who now pass through these schools are more deficient in general knowledge than their predecessors, and cannot follow with advantage the courses of study in the higher grade institutions. And as for Assam, the Inspector of the Assam Valley says that the system of *in situ* examinations has not yet won its way to public favour, and that the value attached to the leaving

certificates is not comparable with that which was assigned to the certificates granted after a public examination; uniformity in the standard of examination cannot be attained even in the same division. The almost superstitious veneration in which the certificates awarded on the result of a written examination are held by ignorant and half-educated people is, no doubt, mainly responsible for the great unpopularity of the partly oral *in situ* examination and for the failure of a well-intended attempt to oust cram and memorising from at least the earlier stage of higher education. It is clear, however, that the system of *in situ* examination has proved itself unworkable in practice, and that some reform is required. There are even some who desire a complete reversion to the old system, in spite of its manifold and long demonstrated evils.

MATRICULATION EXAMINATION.

124. Out of the total number of candidates, 3,102, who appeared at the first Matriculation Examination, 1,975, or 63·6 per cent., were successful. The success was apportioned among the different kinds of schools as follows:— Among private candidates, 31·8 per cent. of the total number who competed; among candidates from schools under public management, 78·5 per cent.; from aided schools 59·6 per cent., and from unaided schools, 60 per cent. Government schools are still the most efficient as regards teaching, and have improved their position; but the slight fall in the percentage of successful candidates from aided schools was contrary to all expectation, as in a good many of them the teaching staff had been considerably strengthened. The percentage of success from unaided schools showed little or no variation; but, considering their condition in Eastern Bengal, no better result could be expected from them.

The following statement compares the results in the two portions of the province separately:—

Percentage of successful Candidates, 1911-12.

	State schools.	Aided schools.	Unaided schools.
Eastern Bengal	... 80·8	60·1	59·5
Assam ...	... 70 6	56·1	69·2

The most striking facts which these figures bring out are the immense advance of the State schools in Eastern Bengal, which in the previous quinquennium were below both the aided and the unaided schools in their percentage of success with 57·9, and the relapse of the Assam State schools from a percentage of 82 to one of 70·6. The Assam aided schools are again, as in the previous quinquennium, less successful than the unaided, and though their percentage of success has improved by nearly 5 per cent., it is now still more outdistanced by that of the unaided schools, which has advanced by nearly 7 per cent. The Director in one of his annual reports deplored the inferiority of the staffs and the poor results attained by these schools, which as in 1905-1906 are much the worst in the whole province.

A remarkable feature of the new Matriculation Examination is the enormous increase in the number of those who have, since 1910, passed in the first division. "No satisfactory explanation," observes the Inspector of the Dacca Division, "of this unexpected phenomenon can be furnished unless the Matriculation is accepted as being a much easier test than the old Entrance Examination, for it is impossible and absurd to argue that a large proportion of the candidates have suddenly developed higher efficiency than before. That the Matriculation is a very easy test is certainly the opinion of the majority of Headmasters with whom I have discussed the matter. And, except for a better knowledge of English, I regret to have to add that very few consider the candidates for the Matriculation any better in general knowledge than the boys who were formerly sent up for the Entrance Examination."

SCHOLARSHIPS.

125. The secondary school scholarships form a chain leading from the lower primary stage of education to the end of the school course. As noticed

in the last chapter, the rules for their award were recast during the period under review. The principal changes introduced are as follows:—

(*i*) School scholarships of all grades, except the lower primary, could formerly be competed for by pupils from any school in which corresponding classes existed. An upper primary scholarshipr for instance, was open to pupils of high, middle and uppe, primary schools, while pupils reading in standard VI of either a high or a middle school were alike eligible for a middle scholarship. This has now been changed, and under the new rules, scholarships have been reserved for each grade of school.

(*ii*) Middle vernacular scholarships have been differentiated from middle English, and the number of scholarships of each grade has been fixed absolutely.

(*iii*) The rules regarding the selection of candidates and their final examination have been unified as far as possible for both portions of the province.

The following are the school scholarships available now in this province:—

(*i*) Four hundred and ninety-three lower primary scholarships (365 in Eastern Bengal of the value of Rs. 2 and 159 in Assam of the value of Rs. 3) tenable for two years in any school of a grade higher than the lower primary, if the school is recognised by the Department.

(*ii*) One hundred and forty-three upper primary scholarships of the value of Rs. 3 tenable for two years in any middle or high school recognised by the Department. These scholarships have been allotted to divisions as follows:—

Dacca Division	... 33
Chittagong „	... 24
Rajshahi „	... 39
Surma Valley and Hill districts	... 24
Assam Valley districts ...	... 23

(*iii*) Seventy-two middle vernacular scholarships of the value of Rs. 4 and forty-three middle English scholarships of the value of Rs. 4 in Eastern Bengal and of Rs. 5 in Assam. The former are tenable for four years and the latter for three years in any high school recognised by the Department. These scholarships are, like upper primary scholarships, distributed according to districts. The numbers which have been allotted to each division are as follows:—

	Middle English.	Middle Vernacular.
Dacca Division	12	20
Chittagong „	5	7
Rajshahi „	14	19
Surma Valley and Hill districts ...	6	10
Assam Valley	6	16

Besides these, there are a certain number of scholarships reserved for Muhammadans, for backward classes and for the hill districts.

It will be noticed that the number of middle English scholarships is comparatively small. The result is that, while there is keen competition for the few middle English scholarships, the middle vernacular scholarships have often had to be awarded to underserving pupils. The falling off in the competition for middle vernacular scholarships was due to the fact that the middle vernacular schools that teach English as an additional language have been very properly deprived of the privilege of sending up candidates for the Middle Vernacular Scholarship Examination. The remedy seems to be a corresponding reduction in the number of scholarships of this class.

There appears to be a general consensus of opinion that the value of the scholarships ought to be enhanced. On this subject the Inspector of the Dacca Division writes:—

There is evidence of a widespread feeling that the value of these scholarships is now insufficient to enable the holders to maintain themselves in the schools or colleges to which they

are attached. Four rupees, which is the value of a middle scholarship, is certainly not sufficient now-a-days to meet even half the expenditure of a pupil in a high school, unless he can come from home, or board free with some relation or friend. Upper and lower primary scholarships are in a somewhat different category, but are still hardly sufficient to prevent needy cultivators from taking their clever sons away from school to work in the fields. It may be contended that these scholarship-holders enjoy free-studentships in Government schools, and are granted similar privileges in aided schools. But it has also to be remembered that the cost of education and that of living have gone up considerably during the past few years, and twice the amount that was needed ten years ago is now required to maintain scholars outside their homes. At any rate it cannot be denied that there is a strong case for increasing the value of these scholarships.

The total expenditure on scholarships held in secondary schools increased during the last five years from Rs. 47,478 to Rs. 65,573, or by 38·1 per cent. The rise was general, but the largest increase took place under the head "Municipal funds." This was due to the creation of a number of Municipal scholarships, necessitated by the new rules under which pupils of primary schools in municipal areas can no longer compete for Board scholarships.

CHAPTER VI.

PRIMARY EDUCATION.

CHARACTER.

126. For reasons already given in a previous chapter, the courses of instruction in primary schools have been differentiated during the last five years from the primary course of secondary schools, in the interests of the masses for whose benefit primary education is mainly intended.

ORGANISATION.

Stages of the Primary Course.

127. There are two grades of primary schools, upper and lower. Prior to January 1912, the former had seven classes and the latter five. Advantage was, however, taken of the revision of the curriculum effected in that month to reduce the number of classes. The full primary course now extends over a period of five years, and consists of four lower primary classes, the lowest of which is divided into two sections, and a single upper primary class. In class I, which is the lowest class, besides oral instruction in the rudiments of knowledge, reading and writing are taught with the help of analytic sheets. In class II reading books are first introduced, and in class III the prescribed lower primary course is begun. A boy of average intelligence, entering a lower primary school at the age of six years, can finish the lower primary course at the age of ten and the upper primary course at eleven. This simplification should improve the organisation of the vernacular schools, in many of which the teaching staff is numerically weak, and pave the way for the abolition of the distinction between the upper and lower primary stages which has become more or less of an anachronism. "The upper primary course as it stands at present," as has been remarked by the Inspector of Chittagong, "seems to be a superfluity. It should either be merged in the lower primary course, or so enlarged as to fit in with the middle vernacular course."

School Hours.

128. School hours are usually from 11 A.M. to 4 P.M., but, especially in the hot weather, many schools are held either in the early morning only or both in the morning and in the afternoon between the hours of 7 and 10 A.M. and 2 and 5 P.M. The nominal hours are not, however, strictly observed either by the pupils or by the teachers; the absence or extreme rarity of clocks and the proverbial indifference of rustic minds to considerations of time tend, as on the Celtic and the remoter mofussil railway lines, to induce a chronic and complacent unpunctuality.

Class Management and Discipline.

129. As a rule, there are two teachers in an upper primary and one in a lower primary school. A teacher has, therefore, three or four classes under his instruction, and efficient management is very difficult, if not impossible. The Inspector of the Chittagong Division remarks on the insufficient and unsuitable accommodation, the inconvenient arrangement of seats, the absence of appliances, the untrained, poorly qualified and ill-paid teachers of the average primary school—conditions which "make one wonder how any work is done in such a school." Nevertheless the general opinion is that discipline is, on the whole, fairly good.

Class Promotions.

130. In Eastern Bengal class promotions are made by the teachers themselves, with the inevitable result of lax methods and frequent abuses. Nor is effective checking of these promotions possible for the inspecting staff with the present large numbers of schools under their charge. These abuses have, however, led in the Dacca Division to the introduction of a system of promotions by the Sub-Inspectors, the mark rolls being sent in by the pandits with their recommendations. The Sub-Inspectors return the rolls with their orders as soon as possible, and promotions are then finally made. "It is highly desirable," observes the Inspector of Dacca, "that all the Sub-inspectors should be thus made responsible for promotions, even though there may be some delay in the case of Sub-Inspectors with a large number of schools under them in disposing of all the rolls. It is doubtful whether the Inspecting staff will ever be equal to the task of supervising the examinations *in situ* personally, even if a Sub-Inspector be placed in charge of 100 or 90 schools, as the examination should be held almost simultaneously in all the schools during the first half of December."

In Assam promotions in upper primary schools are made by the masters, subject to the approval of the Deputy Inspectors, while in lower primary schools they are made periodically by Deputy and Sub-Inspectors in accordance with the rules laid down in the Assam School Manual, which provide that class to class promotions must be made only by inspecting officers on the result of an *in situ* examination held by themselves at a stated period.

Examinations.

131. The departmental primary examinations at the end of the upper or of the lower primary stage were abolished during the last quinquennium. Leaving certificates are now granted in Eastern Bengal at the end of each of the two stages on the results of an examination held by the teachers and supervised by the inspecting officers as far as possible. The inspecting officers can, however, exercise proper supervision only over a very small number of schools, as the examinations are all held nearly at the same time. As there is no common examination, the standard of proficiency aimed at and attained by the pupils varies very greatly. Besides, the teachers are not always very judicious in granting leaving certificates. No value is now attached to these certificates, unless they are required by the pupils for admission into a new school of a higher grade. Subject to the general supervision of the District Deputy Inspectors, both upper and lower primary scholarships are awarded on the results of examinations held among the candidates selected by the Deputy and Sub-Inspectors by examination *in situ*, or at central gatherings. The unit for the distribution of these scholarships is the thana in the case of lower primary, and the subdivision in that of the upper primary, examination. As a rule, provision for lower primary scholarships is made from District and Municipal funds, and for upper primary scholarships from Provincial revenues.

In Assam examinations for the grant of leaving certificates, both upper and lower primary, are held *in situ* by the inspecting officers of the department, and candidates are not allowed to present themselves at the scholarship examinations unless they have obtained such certificates from their schools.

There is a general consensus of opinion that the system of *in situ* examinations has been a failure in both portions of the province, and inspecting officers generally are in favour of the introduction of some sort of examination at the end of the primary stage. The defects, however, of the old system of written examinations for pupils in the primary stage were so notorious that even a partial reversion to it, for the purpose of awarding scholarships only, could be considered, at best, but as the adoption of the lesser of two evils.

Physical Training.

132. During the quinquennium drill was replaced by *deshi kasrat*, which has been made compulsory in all schools; but a very small proportion of

teachers in Eastern Bengal have been sufficiently trained to teach the subject properly. To effect an improvement in this respect and to provide this training, the District Boards of Dacca, Faridpur, and Mymensingh have appointed peripatetic instructors. In Assam the *deshi kasrat* is reported to be better taught. Country games are popular with the boys in both parts of the province.

Managing Committees.

133. There are managing committees attached to all upper primary and Board lower primary schools both in Eastern Bengal and Assam, but these committees have been so far either inactive or mischievous. "They seldom meet," says the Inspector of Dacca, "or evince any interest in their schools. If they do happen to concern themselves at all with the schools, it is more often than not to create difficulties in the administration by dragging the teachers into village quarrels."

CHANGE OF POLICY INTRODUCED DURING THE QUINQUENNIUM.

Board Schools in Eastern Bengal.

134. The most important reform effected during the last five years in the educational system of this province was the establishment of a net-work of lower primary schools, owned and managed by the Boards, throughout the whole of Eastern Bengal. In Eastern Bengal there was, at the time of the formation of this province, hardly an elementary school which was not under private management. The great demand for education in this portion of the province had fostered the growth of a system of indigenous institutions, and it was these that were utilized for the extension of elementary education in villages. The process is still going on in the case of *maktabs*, large numbers of which have now adopted a semi-secular course of instruction. The results have not, however, been very happy. With the funds available it was impossible to finance these multitudinous schools in a manner calculated to bring them under departmental control and to render them adequately efficient They generally had no building of their own, but met in the narrow verandah of a private house. They were without equipment. The teacher was almost always a man of poor qualifications, untrained and barely able to read and write. An attempt was indeed made to follow the departmental curriculum, but less for the sake of the paltry grant than in order to enable pupils to compete at the scholarship examinations.

Accordingly Sir Bamfylde Fuller determined to apply the main part of the Imperial grant of about Rs. 3½ lakhs which fell to the share of Eastern Bengal at the time of the partition, for the provision, in every few square miles of the country, of a school of a better type. The scheme was elaborated by Mr. Sharp, whose proposals, described in a note presented to the Allahabad Conference of February 1911, were made in September 1906. In the following year funds were placed at the disposal of the Boards for the erection of a certain number of these superior Board lower primary schools, and for their maintenance by means of special capitation grants and of supplementary grants made at the close of the year. The whole scheme was at first regarded as tentative. Its success soon justified its continuance, and the policy is now being steadily pursued, though in the light of experience the system of distribution and of maintenance has been modified.

The scheme, as it is now being carried out, is as follows:—The Board, in consultation with the inspecting staff, decides what existing schools are sufficiently central and successful to justify their conversion into Board schools, and where altogether new schools should be established. Programmes are then drawn up for gradual execution during a series of years. When the particular Board schools that are to be established in each year have been selected, the first step is to obtain land for them. Proprietors or tenants are generally willing to hand over about half an acre of land to the Board for this

purpose. As a legal title is necessary, type deeds have been supplied to Boards. In the case of tenants who do not possess occupancy rights the concurrence of the superior landlord has likewise to be obtained.

For the erection of buildings a lump grant is annually made to each Board on the assumption that each building will cost, approximately, Rs. 500. Some local contribution, however small, towards this sum is insisted upon in all but the poorest localities, and is as a rule readily given. When the scheme was initiated, a choice between a number of type-plans was given to the Boards, in order to allow for diversities of local conditions. The material to be employed might be wooden frames and bamboo matting, mud or rough masonry, according to circumstances. The building rates again vary considerably. In some areas masonry plinths are possible; in others their cost is prohibitive. The roof is invariably corrugated iron, with a thick ceiling to reduce the temperature. The interior floor space is generally from 450 to 500 square feet, and there is always a small verandah in front. In some Boards the work is done by contractors, but the best results are obtained where the villagers themselves erect the schools, since there is then no scamping and material is supplied at low rates. Some Boards have found it worth while to employ a special sub-overseer for the supervision of these works.

So far as funds are available, each school is supplied with equipment at a cost of about Rs. 70.

The scheme being a new one, the question of repairs has hardly arisen. It is hoped that the villagers will see to the up-keep of the school-houses; but Boards have been asked to include probable expenditure on them in their general estimates.

It was calculated that a single teacher would be able to instruct a school of 50 pupils. Should the number rise to 60 or more, a monitor, who had passed the upper primary standard and who showed aptitude for teaching, was to be maintained. It is doubtful whether this economical arrangement will be a success in practice.

The pay of the teacher is provided as follows:—The grant previously made to the school as an aided school is continued to it as a Board school, and is supplemented by such other funds as the Board can find from its existing resources. This grant may be reckoned as about Rs. 3. A special grant for each of these schools at the rate of Rs. 4 is annually given to the Board. Hence the fixed income of the teacher is Rs. 7. The average fee paid by a pupil is about Re. 1-7 per annum. If 50 pupils are assumed in a school, the monthly fees taken may be reckoned at Rs. 6, and the monthly emoluments of the master at Rs. 13. If, however, a teacher is untrained, his guaranteed salary is put at Rs. 5 instead of Rs. 7. In addition to this, the monitor (if one is required) receives Rs. 3 from the Board, for which a special grant is given. And it has been suggested to Boards that a teacher should hand over eight annas to the monitor out of fees for every ten children enrolled over and above 50.

Wherever possible, committees of management are established, the nomination of members being approved by the Chairman of the Board on the recommendation of the District Deputy Inspector of Schools. Such committees should have no legal status as regards the school property, but they should—

(*a*) arrange for and execute (if possible) repairs to the building;
(*b*) consider the fee rates in individual cases, and bring them to the notice of the Sub-Inspector;
(*c*) aid the Sub-Inspector in the selection of monitors;
(*d*) supervise the work of the teachers;
(*e*) determine what shall be the working hours of the school, subject to any general orders of the Board as to the minimum length of the school day;
(*f*) Arrange the "sowing" and "reaping" or other vacations, subject to the general orders of the Board;
(*g*) Grant casual leave to the teachers up to a maximum of three days at a time and ten days in each period of twelve months.

Probably the school committees may eventually be merged in the panchayat committees.

There are two points of special importance in the scheme. The first is the proper geographical distribution of schools. Inspecting officers are prone to neglect the growth of schools where the population is comparatively depressed and where touring is a matter of great difficulty, and to congregate schools in the larger and more accessible villages. Accordingly the method of distribution is to provide each panchayati union which does not already possess a good aided upper primary school with a Board lower primary school, in order to secure the existence of one good school in each area of about 9 square miles, which is about the average area of a panchayati union. The preparation of maps indicating the union boundaries, however, has been only recently commenced; and though some districts have completed the maps, local difficulties have delayed the work in other places. In order to keep a check on the distribution, each Board is required to send in once a year a map showing the boundaries of the unions, the existing upper primary schools and the Board lower primary schools either contemplated or already constructed.

The second point is the distribution of funds. On the 1st of May each year every Board is required to submit a form showing its normal expenditure on primary education previous to the first distribution of the special grants, the amount of special grants received and of actual expenditure incurred during the past year, and the estimates for the forthcoming year. If any Board has failed to spend the required amount, the special contribution for the current year is reduced by the amount of the deficiency. Similarly reductions are made if the estimates of the Boards are not up to the required standard; but subsequent grants are made to any Board which undertakes to rectify its estimates and to reappropriate. This system has proved a decided success.

In Assam the great bulk of the lower primary schools have always been under the control of the Boards. The comparative wildness of the country, its slow development and its sparse population have fortunately been unfavourable to the growth of "verandah schools" of the Eastern Bengal kind.

Concentration of grants in Eastern Bengal.

135. Another important reform in Eastern Bengal was the policy initiated during the quinquennium of concentrating the distribution of grants-in-aid, by withdrawing grants from weak or superfluous schools. The application of the principle, however, demands a circumspection, which has not always been exercised, and in some districts the spread of primary education has for a time been unfavourably affected by a too drastic and indiscriminate use of the closure.

CURRICULUM.

136. The new curriculum for primary schools has already been described, and the reasons for its institution have been given in the introduction. It will be found printed in full in Appendix Q.

NUMBER.

137. At the end of 1911-12 there were 17,723 primary schools for boys in this province. The number increased by 923 between the years 1901-02 and 1906-07, but by 192 only during the period under review. Assam alone contributed to this small increase, for in Eastern Bengal there was an actual decrease, due to the deliberate policy of concentration already described. In Assam the policy of concentration was not required, the majority of institutions being Board schools; these have continued to rise in number slowly. After the great increase in 1905-1907, which resulted from the special Imperial grant, a temporary retardation in the rate of increase was inevitable.

Upper Primary Schools.

138. The policy of the department during recent years has, as already mentioned, been to concentrate attention upon lower primary schools as representing real elementary education, and to discourage upper primary schools to a certain extent. Throughout the province schools of this kind have fallen both in number and in strength during the last five years. In Eastern Bengal their number decreased from 2,135 to 1,698 and their strength from 97,973 to 94,563, while in Assam the decrease was from 83 to 74 and from 4,097 to 3,941, respectively. Weak and inefficient upper primary schools were reduced to the lower primary grade. In Assam the question of fees also has played an important part. Fees are rarely charged in lower primary schools, while they are always charged in upper primary schools. Now that there is little difference, except in name, between the two classes of schools, parents and guardians object to paying the fees levied in upper primary schools.

Number of Schools per Square Mile.

139. In spite of these reductions there is now one primary boys' school for every 6·1 square miles. Dacca has one for every 2·3 square miles, Rajshahi one for every 4, Chittagong one for every 3·5, the Assam Valley one for every 16·3, and the Surma Valley one for every 14·3. But the object of the scheme, which is to place one good school within the reach of every child, is far from having been attained even in Eastern Bengal, owing to the irregular distribution of the schools. The system has not yet reached the rural population in backward tracts, owing to the tendency of the lower inspecting officers to concentrate their attention upon the advanced localities. All the Eastern Bengal Inspectors animadvert upon this concentration and upon the consequent neglect of the backward areas. In Assam the rule that no school may be established within two or three miles of another, coupled with the control exercised by the Boards, has produced a more satisfactory distribution; but even here there are large jungly tracts with few or no schools. Something has been done during the quinquennium to remedy this state of affairs; but it is only the establishment of a Board school in every panchayati union that can solve the difficulty in a satisfactory manner.

Pupils.

Total Number.

140. In the year 1911-12 the number of pupils reading in primary schools was 704,353, and of those attending the primary departments of secondary schools 116,570, giving a total of 820,923. This total showed an increase of 188,946 over that of 1906-07. The increase was shared by every division, but the rate of progress was more rapid in Eastern Bengal than in Assam. In Eastern Bengal the establishment of a net-work of Board schools and the general awakening of the Muhammadan community far more than counteracted the effect of eliminating the weaker and the superfluous schools. In Assam, for the reasons already given, the rate of increase was slower.

Pupils in Primary Schools and Primary Departments of Secondary Schools.

141. Of the total number of pupils in the primary stages, 85·8 per cent. are in primary schools and 14·2 in the lower departments of secondary schools. In the previous quinquennium the percentages were 88·7 and 11·3, respectively. The increase in the number of primary pupils in secondary schools materially contributed to the decline in the number of pupils in primary schools. This increase was probably in part an effect of the introduction of the new curriculum in English schools, and partly due to a tendency to multiply middle schools, or at least to increase the number of their pupils, at

the expense of primary schools. The Inspector of the Surma Valley reports that local *mirasdars* and large landed proprietors sometimes compel the raiyats, who naturally prefer the free primary schools, to place their children in middle schools, in order to swell the fee-receipts of the latter, and that he has often received applications from Secretaries of middle schools to close existing lower primary schools in their neighbourhood.

AVERAGE STRENGTH OF SCHOOLS.

142. One result of the general advance in primary education has been that the average strength of each school has improved in Eastern Bengal from 31 in 1906-07 to 39 in 1911-12 and in Assam from 34 to 40, while the proportion of children actually in school to the total number of children of school-going age has risen in one from 12·0 to 15·8 per cent. and in the other from 12·2 to 14·6 per cent. In the province taken as a whole, therefore, the average strength has increased from 32 to 39 and the ratio from 13·5 to 15·7. Some part of the improvement has been due to the exclusion of printed books from the subjects of study in the higher section of class I of primary schools.

MANAGEMENT.

SCHOOLS ACCORDING TO MANAGEMENT.

143. Primary schools are either under public or under private management. In 1911-12 the latter formed 76·8 per cent. of the total. In 1906-07 the percentage was 85·2; but a large number of schools has since been brought under the control of the Boards. Institutions under public management include schools managed by the State, by the Native States, and by the Boards, while those under private management are either aided by the Boards or have not yet come up to the departmental standards.

STATE SCHOOLS.

144. State schools are comparatively few in number. They are for the most part practising schools attached to the *guru*-training schools; but some are ordinary village schools, situated either in the hills of Assam or in the remoter regions of Eastern Bengal, for the benefit of aboriginal and backward races. In 1911-12 there were altogether 94 such schools which were attended by 3,282 pupils. The corresponding figures in 1906-07 were 83 and 2,757. The establishment of some schools in Tura for the benefit of the Garos and in Cox's Bazar (Chittagong) for the benefit of the Mughs accounts for this increase.

SCHOOLS IN NATIVE STATES.

145. The State of Cooch Behar maintains 27 primary schools in British territory, and these are attended by 896 pupils. There are also a large number of schools in the zamindari of the Maharajah of Hill Tippera, in the districts of Noakhali and Tippera; but, as these receive aid from the District funds, they have been returned as aided schools.

BOARD SCHOOLS.

146. Board schools have always played an important part in the educational system of Assam. In Eastern Bengal the adoption of the policy, to which reference has been made in an earlier paragraph, has brought them into prominence. There are now altogether 3,980 such schools in the province, in which 188,634 pupils are educated. In Assam the number has risen from 2,470 to 2,629 and the pupils from 93,126 to 117,761, while in Eastern Bengal the increase has been from 6 to 1,351 in one case and from 152 to 70,873 in the

other. Compared with the rate of advance in the previous quinquennium, progress in the former is small, but there the process of expansion temporarily exhausted itself, and no advance can be expected until larger funds are available. In the latter the system is novel, and has still great possibilities. In the Dacca Division there are approximately 2,066 panchayati unions, of which 451 are provided with a good upper primary school, while in 523 of them Board schools have already been established. In the Rajshahi Division, of the 1,850 unions, 532 now possess a good Board primary school, and in 945 new schools will have to be constructed. In the Chittagong Division, where the number of unions is 785, there are upper primary schools in 207 and new Board schools in 271, leaving a balance of 307 unions, which are still unprovided for. Great progress has, therefore, been made; but half the work still remains to be done, and it has been estimated that in the Dacca and Chittagong Divisions it will take another five years before full effect can be given to the scheme. In the meanwhile there is every indication to show that the scheme will meet with success Boards are fully spending the amounts required of them. The people are coming forward in many districts with offers of land and of contributions far in excess of the number of schools which the Boards can annually undertake; and the schools themselves are gaining in popularity as the advantages of improved education are being realised. This is evident from the fact that while the average strength of an aided school is now 38 in Dacca, 37 in Rajshahi and 43 in Chittagong, that of a Board school is 53 in the first, 46 in the second, and 64 in the third. Indeed, there is already a demand for increased accommodation in these schools and for the enlargement of their buildings.

Municipal Schools.

147. Very few elementary schools are managed by municipalities. Their number just before the territorial rearrangement was only 22. They are, as a rule, very inefficient, owing to the fact that the question of elementary education within municipal areas has hitherto been neglected. The percentage of their income which municipalities are expected to spend on such education (3·2 per cent. in Eastern Bengal and 3 per cent. in Assam) is altogether insufficient; they receive no considerable grants from Provincial revenues; they have not participated in the Imperial grants, and the small sums of money which have been distributed among them annually through the District Magistrates have been altogether inadequate for the purpose for which they were meant. Primary education in these circumstances cannot make much progress. The question of improving its condition has, however, been taken up and is now under consideration.

Aided Schools.

148. In a recent communication to the Local Government the Government of India observed that "where the agency of aided schools has hitherto been utilised, a steady process of conversion to Board schools would appear to be desirable." From what has been said before it will be apparent that, in this province, action has already been taken in this direction, but the establishment of good Board schools everywhere must necessarily be a slow process, and, until this is accomplished, aided schools must remain the principal agency for the extension of primary education. And that this is so, is clear from the fact that, of the total number of schools in 1911-12, a majority amounting to about 65 per cent. were schools of this class. It is true that aided schools have declined in Eastern Bengal from 12,272 to 10,838, but the number of pupils has increased from 397,616 to 427,203; and this means that the policy of concentration, while weeding out the redundant, has materially strengthened those that serve a useful purpose. In Assam, on the other hand, aided schools have always been of secondary importance. They are either schools established by the Missionaries in the Khasi and Jaintia Hills, in Goalpara and among the Garos and Nagas, or indigenous Sanskrit and Arabic schools, in which an

attempt is being made to introduce a little secular education under the stimulus of a grant-in-aid. Their number has risen during the last five years from 557 to 625, and the pupils from 12,476 to 15,381. Neither the Inspector of the Assam Valley nor the Inspector of the Surma Valley has made any attempt to account for this increase, considering, apparently, that in a country of Board schools fluctuations in the number of aided schools are not of much importance.

Unaided Schools.

149. It is only in Eastern Bengal that unaided schools occupy any large or important place They represent that section of indigenous schools which has adopted the departmental standards, in however rudimentary a form, in the hope of ultimately securing aid from District or Local Boards. Their number has fallen slightly from 2,040 to 2,017; the decrease seems to have been due to the policy of concentration. This inference is borne out by the fact that the number of pupils has risen from 50,776 to 62,277. In Assam there was an increase in the number of schools which was accompanied by an increase in the number of pupils, but the majority are reported to be mere venture schools.

BUILDINGS.

150. One of the greatest obstacles to the spread of primary education in Eastern Bengal is the want of suitable school-houses. With the Imperial grant of $2\frac{1}{2}$ lakhs sanctioned for that portion of the province in 1905-06 some attempt was made to remove the defect. In the Dacca Division 131 buildings were erected for upper primary schools, which had no houses of their own before. The reports of the Inspectors show that something was done in this direction in each of the other divisions, but no precise or detailed information is available. It was only, however, during the last five years that a systematic attempt was made to provide primary schools with improved accommodation on a large scale. Large sums of money were placed during the period at the disposal of the District Boards and utilised in constructing a number of school buildings in every division of Eastern Bengal. In Dacca, for example, the Boards spent Rs. 3,98,400 and erected 557 school-houses, in Chittagong they built 277 at a cost of Rs. 2,12,654, while in Rajshahi they incurred an expenditure of Rs. 2,90,826 and provided 541. The improvement has, therefore, been great, and it is satisfactory to note that this improvement is not confined to number alone, for in the matter of accommodation there is a marked contrast between the Board and the aided schools. The Board schools are built on standard plans which vary from district to district according to the requirements of the locality. In the Dacca Division they consist of two rooms, measuring 25′ × 15′ and 15′ × 15′ or a little more, with a 5′ verandah in front. They have corrugated iron roofs resting on wooden posts or iron joists, walls of split bamboo, wooden doors and *kutcha* plinths. The cost varies from Rs. 531 to Rs. 1,000, of which about one-sixth is contributed by the local people. In the Rajshahi Division the Board schools are similarly constructed, but the cost varies from Rs. 450 to Rs. 600 In the Chittagong Division the usual size is 30′ × 20′ and the average cost Rs. 600.

In every division there is always a small compound attached to each school, in which a small garden is usually laid out, a portion being reserved for the purposes of drill.

In aided primary schools, however, there has been little improvement, although stimulated by the example set by the Board schools a few of them have been provided with buildings respectable indeed, but as a general rule wholly unsuitable. The rest continue to be held in the verandahs or out-houses of some well-to-do villager, in the mosques, and even under the shade of trees. The enormous number of these schools renders the task of improvement a formidable one.

In Assam, with the help of grants from the Imperial funds, Local Boards built year by year a number of school buildings of the style adopted for the houses of the men of substance in the locality. The standard plan to be

followed has been laid down in the Assam Manual. The area of a school designed to accommodate 30 boys is 18′×12′, for 50 boys 25′×15′, and for 75—100 boys 32′×15′. In some districts the walls are of split bamboo unplastered, and in others they are of plastered *ekra*. And in all, the schools are provided with a good earthen plinth well above the flood level, either with a verandah which runs all round the school-house or with eaves which project well over the walls so as to protect them from rain, with windows large enough to admit sufficient light, and, where there is no front verandah, with a porch to protect the doorway. In the Assam Valley 128 such buildings were erected during the quinquennium, involving an expenditure of Rs. 67,409, and in the Surma Valley 155, which cost Rs. 52,136.

EQUIPMENT.

151. A great majority of ordinary primary schools in Eastern Bengal have nothing but a very simple equipment. In an aided upper primary school a chair and a stool, one or two tables, and five or six benches generally complete the list of furniture, while two or three maps, one or two black-boards, one or two charts for object-lessons, a bag of seeds, and one or two teachers' manuals are all that can be found as teaching appliances. Aided lower primary schools are still worse off. In some the teachers have to sit on stools or kerosine boxes, while the boys sit on mats or gunny bags spread on the floor, or on planks with bamboo legs. A hanging black-board, a kindergarten box, a teachers' manual, and bags of seeds are the only teaching appliances. For the new Board schools a scale of equipment has been laid down by the Department, which provides for a bench for every five or six pupils, a chair, a table and a black-board for every teacher, an almirah, a portrait of the King-Emperor, a clock, a gong, charts for object-lessons, and maps of the thana, of the district, and of the province. Considerable progress has been made in working up to this scale, and in the course of a year or two every school will have its full quota.

In Assam the upper primary schools are supplied with furniture and apparatus according to the scale laid down in the Assam Manual. In the lower primary schools the equipment usually includes a table with a drawer, a chair, maps of India, of the province, and of the district, a picture of the King-Emperor, a black-board, and some text-books. Pictures are supplied in some schools. Benches are found in some districts; in others the boys sit on mats. Seeds are supplied for teaching the forms of the letters.

TEACHERS.

152. In Eastern Bengal there are 14,254 primary schools for boys containing 562,605 pupils, and for these 21,150 teachers are employed. This gives a proportion of one teacher to about 27 pupils, as compared with one teacher to every 34 in 1907. There has, therefore, been some improvement in this respect, but all attempts hitherto made to extend the system of training have as yet made but little impression, for, of the total number of teachers in this portion of the province, all but 2,326, or 11 per cent., are still untrained. In Rajshahi the percentage of trained teachers is 13·3, in Dacca 10·3, in Chittagong only 9.

No information on this subject has been supplied from the Assam Valley; but in the plains districts of the Surma Valley Division it appears that nearly 35 per cent. of the teachers are trained. The Inspector adds, however, that "this includes men trained under the apprentice system, and of many of them it must be said that they might as well be untrained."

The proportion of trained teachers is, therefore, very small; yet the new curriculum introduced during the quinquennium makes a greater demand on the masters than that which it has replaced. With the extension of the better type of *guru*-training schools progress will probably be more rapid, but, even so, the Inspector of the Dacca Division estimates "that it will take the department at least 25 years to provide all primary schools with

trained teachers." In the meanwhile it has been decided to assist the teachers by a series of manuals. It is anticipated that for the lowest classes a single manual will give the teacher his outline for the various lessons which he will be called upon to give. For the higher classes the manuals will be specialised and separate hand-books will be provided for subjects such as history, geography, arithmetic, and the general knowledge included in the object-lessons. The manuals will, as far as possible, be framed in such a manner as to correlate the different subjects of instruction, so as to make the teaching a rational and harmonious whole.

Pay of Teachers.

153. The chief reason for the paucity of trained teachers is that their emoluments do not afford them a respectable livelihood. Under the existing arrangements in Eastern Bengal a teacher in a Board school, if trained, has a fixed income of Rs. 7, and, if there are 50 pupils under him, secures monthly fees which, on the average, amount to Rs. 6. If, however, the teacher is untrained, his guaranteed salary is only Rs. 5. An income of Rs. 11 or Rs. 13 for the responsible post of a village schoolmaster is inadequate, but he does not even secure this income in an aided school. In Assam a primary school teacher is somewhat better paid: he is given a fixed salary of Rs. 8 and a capitation allowance, calculated on the number of pupils in the upper classes, which yields him on an average an income of Rs. 6 a month. "The reform of primary education," as was observed by the Local Government in a recent letter to the Government of India, "will never be achieved until teachers are given a wage which, by ensuring to them reasonable comfort and security, will attract men of the intelligence and character needed for the work to be done. At the present time arrangements for the training of primary teachers in Eastern Bengal and Assam run a serious risk of failure owing to the fact that suitable recruits, or often recruits of any stamp, cannot be induced to attend the training school." The only solution is a thorough reform in the pay and the prospects of the village school-masters.

School Post-offices.

154. In every division a few teachers have an opportunity of supplementing their incomes by acting as village postmasters, and the general opinion is that the arrangement is one which is convenient to both the Educational and the Postal departments. But while there are 14,254 primary schools for boys in Eastern Bengal, the number of post-offices attached to schools is only 332. The position in Assam is worse. There are only eight post-offices worked by village school-masters in the Surma Valley, and, although the number has not been reported from the Assam Valley, it is probably not much larger. The number of schools in these two divisions, on the other hand, is 3,469.

System of Payment.

155. The system of payment in vogue in Eastern Bengal differs according as a primary school is a Board or an aided one. In Board schools teachers receive fixed salaries at the rate of Rs. 7 or Rs. 8 if trained, and at the rate of Rs. 5 if untrained. Where a monitor is required, he is given a pay of Rs. 3. In the case of aided schools the usual practice is to remunerate the teachers by a small subsistence allowance, which ranges from Re. 1 to Rs. 6 per month, and is paid quarterly, supplemented by a further allowance at the end of the year according to the condition of the District Board funds. The mode of assessing the "further allowance" differs in different districts, but the most systematic is the test-card system of the Chittagong Division, under which marks are assigned by the inspecting officers for number of pupils, attendance, qualifications of teachers, state of school building and equipment, income from private

sources, efficiency in teaching, state of discipline and progress made by the pupils. Some of the Inspectors complain that this system is unduly complicated for the small grants to be assessed, that it occasions delay and does not in fact give a good teacher the advantage which he should have over a bad one. They prefer the system which prevails to a certain extent in every division, under which a regular monthly stipend is paid to the teachers of the stronger and better established schools. This, in their opinion, is a simpler and a more workable scheme, and should, they urge, be extended throughout the province. "It ensures," as one Inspector remarks, "the continuity of the teachers' service and along with it the stability of the school." A third system was experimentally tried during the quinquennium; that of paying a small grant, in the shape of a capitation allowance, for the teaching of Urdu in a limited number of primary schools. The experiment has not been so far very successful.

In Assam the majority of schools in the plains are managed by the Boards. In the hills they are nearly all maintained by various Missions. In the case of the Missionary bodies, whether their schools are in the hills or in the plains, the grants from Provincial revenues are now paid in a lump sum. In the Board schools teachers are paid (1) a fixed salary and (2) a capitation grant. In fixing the salary a distinction is drawn between certificated and uncertificated men, the former being paid at an average rate of Rs. 8 per mensem and the latter at the rate of Rs. 5, unless they have obtained middle or upper primary certificates, when a higher rate of pay is admissible. The capitation grant is regarded as part of the pay and not as a grant-in-aid. The rates are—

(1)	For each boy in the first	class	...	As. 6 per mensem.
(2)	Ditto	second do.	...	„ 5 „ „
(3)	Ditto	third do.	...	„ 3 „ „

The monthly amount of capitation grant earned by a school master is limited to a maximum of Rs. 4 if the number of boys in the three upper classes is less than 20, to Rs. 5 if under 30, and to Rs. 6 if 30 or over.

The rules for the grant of aid to upper primary schools establish a strong departmental control over all schools under private management. They demand as conditions precedent to a grant—

(*i*) that the school will meet a recognised want;
(*ii*) that the school is equipped with a building and with teaching apparatus, which, in the opinion of the Director of Public Instruction, is adequate for its purpose;
(*iii*) that a substantial contribution towards the cost of the school, amounting to not less than Rs. 2 a month, is provided either by the proceeds of an endowment or by private subscriptions (apart from fees), and that subscriptions are paid regularly to the amount that is agreed upon, when the grant-in-aid is sanctioned: the amount contributed from public funds will in no case exceed five times, and in places where education is in demand will seldom exceed two and-a-half times, the amount provided by such endowment or private subscriptions;
(*iv*) that satisfactory arrangements are made for the management of the affairs of the school;
(*v*) that the manager or managing committee engages to keep the building in repair and to maintain the equipment in good order, raising periodically special subscriptions for this purpose if the ordinary subscriptions do not suffice;
(*vi*) that fees are levied according to the prescribed scale; and
(*vii*) that the teaching staff is adequate in number and in qualifications, and is adequately and regularly paid.

Building grants are also made, but they do not exceed the amount raised by private subscriptions.

Opinion is divided as to the success of the capitation system in Assam. The Inspector of the Surma Valley thinks that the system is satisfactory. "It may lead," he says, "to occasional falsification of attendance registers, but, save on the most trifling scale, frauds of this kind can hardly be practised

without very serious risk of detection when the school is inspected." The Inspector of the Assam Valley is not, however, equally satisfied. "Even in lower primary schools," he remarks, "it seems that a system of graded pay, dependent on stated periods of service and quality of work, may be tried with advantage. Under the capitation system a teacher's pay may fluctuate heavily through no fault of his own—a result not conducive to good work."

Expenditure.

156. During the five years 1902—07 the expenditure on primary schools for boys increased by 24·7 per cent. It has increased during the period under review by 26·6 per cent., and now amounts to Rs. 19,05,082. This is made up of the following items:—

	Rs.
Provincial revenues	80,922
Local funds	7,50,885
Municipal funds	19,274
Fees	8,39,130
Other sources	2,14,871

Provincial Revenues

157. The expenditure from Provincial revenues does not include contributions made to the Boards, which have been shown under the head "Local funds." It increased in Eastern Bengal by 36·2 per cent., and in Assam by 95·7 per cent.

Local and District Funds.

158. Owing to the additional allotments made out of the Imperial grants, District and Local Board expenditure increased by 28·1 per cent. The increase was shared by all the divisions. In Dacca it amounted to 25·4 per cent., in Rajshahi to 31·4 per cent., in Chittagong to 54·5 per cent., in the Assam Valley to 18·1 per cent., and in the Surma Valley to 27·5 per cent. In the previous quinquennium the increase in all the divisions taken together was much more rapid, viz., 68·4 per cent., and this was due to the fact that large grants from the Imperial funds began to be made during that period. The percentage of the Local and District Board expenditure on primary education to the total expenditure on education was 50·7 per cent. in 1901-02, 49·7 in 1906-07, and 52·5 in 1911-12.

Municipal Fund.

159. Municipal expenditure increased by 16·2 per cent. during the period 1902-07, and by 18·2 per cent. during the period under review. Assam was largely responsible for the increase, for the expenditure under this head in Eastern Bengal showed only a trifling rise of about Rs. 1,000, due probably to the fact that in recent years female education has received greater attention than before. The percentage of Municipal expenditure on primary education to Municipal expenditure on education in general was 53·4 in 1901-02, 51 in 1906-07, and 62·4 in 1911-12.

Fees.

160. The rules as to the levy of fees in the two portions of the province are different. In Eastern Bengal the department has laid down that, except in schools for aborigines and low castes and in special schools of a similar

character, fees must be levied in boys' schools, but no scale has been prescribed. In Assam the levy of fees has not been prohibited in lower primary schools, but is not compulsory, while in upper primary schools, although some fees are charged, they are extremely low, beginning with one anna in the lowest class and rising by one anna in each class. In Eastern Bengal the immense number of schools and the inelasticity of the revenues of the local bodies have compelled the Boards to supplement the amount they are in a position to spend on primary schools by levying fees, no matter how small. In Assam the same causes do not operate, and lower primary schools are practically free. The effect of these two systems is visible in the figures returned for the province, which show that, while in Eastern Bengal fees yielded in 1911-12 an income of Rs. 8,30,210, which was higher than that derived from any other source, they formed in Assam an insignificant part of the total. And the income from fees in the former has shown a steady rise during the last fifteen years. In the period between 1892-93 and 1896-97 it rose by 12·5 per cent., in the following five years it rose by 14·6 per cent., while in the period under review the increase was as much as 30·3 per cent. The result was due partly to the increase in the number of schools, partly to the fact that the fees have been raised generally from two to eight annas in upper primary and to six in lower primary schools, and chiefly perhaps to the fact that the usual payments in kind have been included in the figures with more than ordinary care.

Other Sources.

161. According to the statistics that have been furnished the expenditure on primary education from private sources increased during the quinquennium by 7 7 per cent. and amounted to Rs. 2,14,871. If these figures could be depended upon, they would show that of the total expenditure on the maintenance of primary schools 11·3 per cent. was contributed from private sources, 44·7 per cent. from public funds, and 44 per cent. from fees. They are, however, admittedly untrustworthy.

IMPERIAL GRANTS.

162. During the quinquennium large allotments from the Imperial grants were made to the District and Local Boards for the improvement of education within their areas. As the same time a standard was fixed. The expenditure of these Boards on primary education in the year 1904-05, after deducting the pay of the Sub-Inspectors who have since been taken into Government service, was fixed as the yearly minimum, below which the expenditure from the District funds was not to fall. This minimum, added to the grant from the Imperial assignments made in a particular year, was made the standard of expenditure to be attained by the Boards in that year. Judged by this standard, the allotments assigned to the Boards were, generally speaking, properly utilised in both portions of the province.

In Eastern Bengal the grants made since 1907-08 were specified for the following objects, all of which were recurring with the exception of the first:—

(1) the establishment of a system of Board lower primary schools, with improved buildings and equipment;

(2) the encouragement of female education by the grant of capitation allowances for the attendance of girls in boys' schools;

(3) the encouragement of Muhammadan education by granting capitation allowances for the teaching of Urdu in upper primary schools;

(4) the secularisation of *maktabs;* and

(5) the payment of salaries to teachers of Board lower primary schools at increased rates.

In the Dacca Division the total allotments made since 1907-08 amounted to Rs. 5,23,449, of which Rs. 3,98,400 was spent on buildings and Rs. 1,10,038 on recurring charges, leaving a balance of Rs. 15,011. In Rajshahi the total amount allotted was Rs. 5,69,625, of which Rs. 2,90,826 was spent on buildings and Rs. 2,65,719 on recurring charges, while the balance left unspent was Rs. 13,080. In Chittagong, out of Rs. 3,22,812, the amount allotted, Rs. 2,12,654 was spent on Board lower primary schools, Rs. 60,989 for the spread of female education, and Rs. 49,169 for the encouragement of Muhammadan education. And in each case the expenditure compares favourably with the standard fixed.

In Assam the total amount of the grants made during the last five years for the improvement of primary education was Rs. 4,69,518. The amount spent was Rs. 4,63,155.

COST OF A SCHOOL AND OF A PUPIL.

163. The two parts of the province exhibit a remarkable difference in the cost of maintaining a primary school and of educating a primary pupil. In Eastern Bengal a primary school costs Rs. 98·9 and each pupil Rs. 2·5. In Assam the figures are Rs. 142·9 and Rs. 3·3. In the former the amount of the average cost per school debitable to public funds is Rs. 32·3, and the average cost per pupil debitable to the same funds is Re. ·8, in the latter the amounts are Rs. 112·4 and Rs. 2·7. The most striking fact which these figures bring out is the extraordinarily low cost to public funds of a primary pupil in Eastern Bengal as compared with Assam. The fact that the majority of primary schools in the former have grown out of indigenous institutions accounts for this difference. Efficiency certainly varies with cost, and there is little doubt that the Assam schools are as a rule much more efficient.

SCHOLARSHIPS.

164. The total expenditure on lower primary scholarships in 1911-12 was Rs. 10,847, of which Rs. 1,427 was paid from Provincial revenues, Rs. 5,910 from District and Local funds, Rs. 123 from Municipal funds, and Rs. 3,387 from other sources. Scholarships from Municipal funds were not, apparently, provided before 1910-11, when the new scholarship rules deprived Municipal schools of the opportunity of sending up candidates for District Board scholarships. Almost all Municipal Boards in the division have now created lower primary scholarships for the encouragement of pupils reading in schools under their respective jurisdictions.

Upper primary scholarships are paid from Provincial revenues and are made tenable in secondary schools. In 1911-12, 168 such scholarships were awarded—122 in Eastern Bengal and 46 in Assam; Hindus secured 89 and Muhammadans 72.

There were altogether 693 lower primary scholarships awarded from Local and Municipal funds, of which 370 were secured by Hindus, 294 by Muhammadans, and 8 by Christians.

The special lower primary scholarships created from Provincial revenues for the benefit of backward classes all seem to have been held in schools above the primary status.

NIGHT SCHOOLS.

165. These schools are held in the evening for the benefit of day-labourers and of children employed in field work. They are conducted by the teachers of an ordinary primary school in the locality, in the hope of earning some special remuneration in the form of extra pay or grants-in-aid. The pupils seldom advance beyond standard I.

The history of these schools is one of decline in every division in Eastern Bengal. In Dacca their number has fallen from 441 to 204, and the number of pupils from 8,216 to 3,631. In Rajshahi there is a similar decrease, and

there are now only 54 schools with 1,107 pupils. In Chittagong, while there were 27 night schools and 510 pupils in 1906-07, there are now only nine such schools with 184 pupils. In Assam five night schools are said to exist, but little or no information has been supplied about them.

The Inspectors report that, although these schools are not held regularly, they do some good. Better organization and a better class of teacher may do something to improve matters. The difficulty, however, of getting genuine day-labourers and their children to attend schools at night after a hard day's work will always militate against success until the raiyat has learnt the value of education.

GENERAL REMARKS.

166. On the whole, primary education has made immense progress during the quinquennium under review. The curriculum has been revised to suit the requirements of those for whom the elementary system is primarily intended; steps have been taken to facilitate and improve the training of the village school-masters; provision has been made for the appointment of a large number of better qualified inspecting officers; encouragement has been given to the inclusion of girls in mixed schools, to the secularization of *maktabs*, and to the enrolment of Muhammadan pupils in ordinary schools. These measures, indeed, have led to a large increase in the number of pupils; but even so, at the present rate of progress it will take generations to permeate the masses. "The village schools," as has been recently observed by the Local Government, "are at present mainly used by the children of the more affluent tenants and cultivators who have arrived at the stage of desiring some teaching for their children and who are able to make contributions towards it. Further expansion must be among the poorer classes, the very small cultivators, the landless labourers, the lowest castes, and the inhabitants of the most remote and backward localities, of whom, speaking generally, it may be said that their desire for education is as weak as their means are scanty. No scheme which fails to give consideration to these fundamental facts can hope for success." The scheme for supplying one Board school in every panchayati union seems to be the best that has yet been devised. It should be energetically pursued with the aid of grants from Imperial revenues. In backward localities where people do not understand the value of education or are too poor to pay for it the Board schools must be free. No reliance can be placed on the aided schools, and they must be gradually replaced by a still wider extension of the Board school system. The first consideration must, however, be the condition on which all real improvement depends, the raising of the pay and qualifications of the teachers in order to attract men of intelligence and character.

CHAPTER VII.

INSTRUCTION IN TEACHING.

Introductory.

167. One of the most important educational problems to be settled in this province is the adequate supply of trained teachers. If the teaching in secondary and primary schools is to be raised to a higher level, if a stricter system of discipline is to be maintained, it is more than ever necessary that the teachers entrusted with the education of the youth of the country should themselves be men of unquestionable character, trained to habits of teaching and capable of exercising a healthy moral influence over those with whom they come into contact. And yet, of the vast number of men employed in schools of different grades, only a few have gone through a regular course of training. Various reasons have hitherto retarded progress, and of these the most important are firstly the want of facilities for training, and secondly the lack of prospects which has generally deterred any but men of inferior qualifications from adopting the profession of teaching. Some improvement has been effected during the quinquennium, but little more than a beginning has been made in the task of providing every school with a trained staff.

Institutions.

168. Roughly speaking, there are three classes of teachers whose training requires separate consideration: English teachers, vernacular teachers of secondary schools, and village schoolmasters. The institutions which are maintained in this province for the trainning of these teachers consist of one college, five training schools, and 48 *guru*-training schools. The college trains teachers of the first class; the training schools those of the second class; while *guru*-training schools train teachers of the third class. All these are maintained by the State with the exception of two aided Mission schools in Assam. During the last five years there has been no change in Eastern Bengal except the opening of two classes for the training of Maulvis in connection with the Madrassas at Dacca and Chittagong. In Assam State schools have increased by three, while aided schools have decreased by one.

Training of English Teachers.

169. Until the beginning of the quinquennium English teachers received no training either in Eastern Bengal or in Assam. In Eastern Bengal there was a half-yearly examination in the Art of Teaching and another in pronunciation and idiom for teachers in secondary schools. In Assam a little more was attempted in the training school attached to the Shillong Government High School, which prepared teachers for the aboriginal schools in the Khasi and Jaintia Hills.

During the quinquennium, however, a great step in advance was taken by the establishment of a college for the purpose of training not only the existing teachers and members of the inspecting staff, but also candidates for employment in the Education Department. The college is affiliated to the University of Calcutta for the degree of Bachelor of Teaching and for the diploma of Licentiate in Teaching, and cost Rs. 31,736 in 1910-11 and Rs. 44,523 in 1911-12. It cannot be said to be worthily housed or suitably accommodated. It is located in the upper storey of a substantial but rather gloomy-looking building, in the lower storey of which is the practising school. It contains a library, a combined class and lecture room, a Geography room, and a Science room, the last at present unfurnished as such, with smaller rooms for the Principal, the Vice-Principal, the staff, and the office. It is well equipped with furniture and apparatus, and has a library of 1,670 volumes. Newspapers and periodicals are supplied in the students' leisure-room. There is a two years' course for the Licentiate in Teaching and one year's for the Bachelor of Teaching. With regard to the latter the Principal observes:—"I am

convinced that the B. T. should be a two years' course. The first year would be devoted to the content and special methods of teaching of school subjects. We find that some subjects, especially History and Geography, have not been touched since the student was in class VII of the high school, and even earlier, and the impression is that anyone can teach them so long as he is a few hours in advance of his class, or even if he has the advantage of a book in his hand. While we try to remedy this as far as we can, we find the time-table far too crowded." The curriculum prescribed by the University is taken as the basis of the teaching, but is supplemented by a series of weekly excursions to places of interest, such as the Manipur Model Government Farm, the Bacteriological Laboratory, and the museum of the Government Medical School. Special weekly criticism lessons are also given, of which the subject-matter is prepared by students themselves from original observation of the things and processes dealt with ; while theories propounded in lectures are as far as possible subjected to the test of class teaching.

Black-board work has been made a special feature of the course, occasional tests being set, and the Principal, who attaches great importance to proficiency in drawing, hopes that in the regulations for the new Dacca University greater emphasis may be laid on it. Apart from the University syllabus, every student is compelled to go through a course of teaching in physical exercise and to take part in games. The staff consists of a Principal and a Vice-Principal, both of the Indian Educational Service, two Professors of the Provincial Service, and two lecturers of the Subordinate Educational Service, besides a drill master and a drawing master. Meetings of the staff are regularly held to discuss the progress of the students and the well-being of the college generally. There were at the end of the quinquennium 37 students, of whom 6 were teachers in private service, 6 candidates for employment, and 25 Government servants. Seventeen were taking the B. T. and twenty the L. T. course, 12 in the second year and 8 in the first year. The majority were Hindus, only 9 being Muhammadans. Twenty-four of them were living in hostels, which have been provided for students of both creeds. Government servants deputed to this college received at first only three-quarters of their pay, but since August 1911 they have been permitted to draw full pay; teachers from aided schools have to make their own arrangements with their school committees, while stipends of Rs 20 and of Rs. 15, respectively, are granted to private B. T. and L. T. students. The college was started in 1910, and the staff, inspired by the enthusiasm and energy of its Principal, has enabled its students to achieve brilliant success in the University examinations. In 1910-11 it sent up ten candidates for the B. T. degree, of whom eight were successful, while in 1911-12, of the 29 candidates who competed 15 passed the B. T. and 10 the L. T. Examination, securing the first and the fifth places in the University in the former, and the second, third, and fourth places in the latter. The number of non-official candidates who apply for admission has so far been disappointing.

VERNACULAR TEACHERS FOR SECONDARY SCHOOLS.

170. Vernacular teachers of secondary schools and candidates for employment in that capacity, who bind themselves to serve in the Education Department for two years, are sent to training schools. The qualification for admission is ordinarily the Middle Vernacular Certificate, but the schools at Jorhat and Silchar admit also candidates who have passed the Upper Primary Examination, with the special sanction of the Inspector. During the period of their training they are not only lodged and taught free, but are also given stipends at the following rates :—

Government and Board School teachers	Half pay, *plus* an allowance equal to one-fourth of the pay.
Aided school teachers ...	A sum not less than three-fourths of the teachers' salary, Government providing the school with an extra grant equivalent to half of the salary for the employment of a suitable substitute.
Candidates for employment ...	Stipends of Rs. 6 per mensem.

Provision has also been made for the admission of free non-stipendiary students at the discretion of the Superintendent. The course is for one year in the case of teachers, and for two years in the case of all other candidates. After training the former go back to their schools, while the latter readily find employment.

There are five training schools, all maintained by the State, at Dacca, Rangpur, and Chittagong in Eastern Bengal and at Jorhat and Silchar in Assam. They are, on the whole, well housed, equipped, and staffed.

The Dacca Training School.

171. The Dacca Training School, often still called the Normal School, has a suitable building, and is thoroughly well equipped. The staff of five teachers includes three M.A.'s, one undergraduate, one passed student of the Calcutta Art School, and a drill master. The school had 118 pupils on the 31st of March 1912, against 97 on the corresponding date of the previous year and 84 in 1906-07.

For five successive years the students of this school have headed the list of successful candidates at the Training School Examinations in Eastern Bengal. For drawing exhibits the school got a bronze medal at the Allahabad Exhibition, and for relief maps a silver medal at the Dhubri Exhibition, besides a special certificate for clay-modelling. The school has hostel arrangements for both Hindus and Muhammadans, but they are reported to be unsatisfactory.

The Rangpur Training School.

172. The Rangpur Training School is still without a suitable school-house, but a scheme for providing better buildings for the school and the attached hostels has been sanctioned by Government. It had 79 pupils at the end of the year 1911-12. The total expenditure rose from Rs. 10,903 in 1910-11 to Rs. 11,946 in 1911-12, while the cost of educating each pupil decreased from Rs. 265·8 to Rs. 194·21. The staff consists of a Superintendent in the Provincial Educational Service, and three assistant teachers, besides a librarian and clerk. The two hostels attached to the school have accommodation for 43 boarders, but are already overcrowded, there being 28 Hindu and 19 Muhammadan boarders. They are under the direct supervision of the Superintendent, who has his quarters within the school compound. At the final examination of the year 1911, 10 out of 17 candidates were successful.

The Chittagong Training School.

173. The Chittagong Training School, with the attached practising school, occupies five separate buildings on one of the small eminences which are a distinctive feature of Chittagong. It is well provided with furniture, and has a good library and a museum, both of which are freely used by the teachers and by the pupils. The staff consists of six teachers. The Superintendent is an able and experienced officer of the Provincial Educational Service. There is an additional class here, as at Dacca, for the training of vernacular teachers. The number of pupils had risen in 1911-12 to 96 from 87 in 1906-07. Fifteen pupils passed the last Training School Examination. The total expenditure rose from Rs. 10,812 to Rs. 11,205, while the cost per pupil fell from Rs. 124·2 to Rs. 116·7. There is a small field at the foot of the hill where the students play football, cricket, and country games. All the students receive instruction in *Deshi byayam* during school hours. There are two hostels attached to the school, one for the Hindus and the other for the Muhammadans. The former is a Government building, which accommodates 39 boarders, and is under the direct supervision of the Superintendent. The latter is a hired house, accommodating 20 boarders, and is under a resident Superintendent, who is a teacher of the school. This is a particularly well managed and efficient school.

The Jorhat Training School.

74. The Jorhat Training School provides for the training of middle and upper primary school teachers. It was transferred from Gauhati in 1905-06. The course extends over a period of two years. There are 34 students, 32 stipendiaries, and two teachers, divided into a first and a second-year class. The staff consists of four class teachers and a drawing master, all in the Subordinate Educational Service. None of the teachers has qualified in the art of teaching, though two have had some sort of training, one at Jabbalpur and the other at Dacca. Only one teacher is a graduate. The school has a hostel for Hindu students, but no provision is made for the Muhammadans.

The Silchar Training School.

175. The Silchar Training School has two departments, one training teachers for middle schools, the other for primary schools. The buildings and equipment are good. The staff consists of three teachers for the middle school classes, and one instructor for the *guru*-training class. The middle school classes are attended by (*a*) men already serving as teachers, (*b*) candidates for teacherships. The course for the former is one year, for the latter two years. The school hostels have accommodation for 95 students.

CURRICULUM.

176. The courses of studies in Eastern Bengal and in Assam, respectively, were originally different. But since 1909-1910 the common curriculum has been as follows:—

(*i*) General knowledge.
(*ii*) Class subjects.
(*iii*) Method (theoretical).
(*iv*) Practical teaching.
(*v*) Physical training.

FIRST-YEAR CLASS.

(*i*) *General knowledge*—
(*a*) Text-books and composition.
(*b*) Mathematics.
(*c*) History and Geography.
(*d*) Drawing, including memory maps.

(*ii*) *Class subjects.*—A special study of portions of the vernacular text-books prescribed for classes IV, III, II and I of middle schools.

(*iii*) *Method.*—General instruction in the methods to be employed in the teaching of reading, writing, arithmetic, history, geography, agriculture, etc., from the lowest to the highest middle classes; special attention to be paid to simple manual methods suitable for Indian children, manuscript subjects (village records and accounts), agriculture, black-board writing, drawing, and map-making.

(*iv*) *Model lessons*—
Criticism lessons.
The writing of notes, framing of time-tables, and black-board drawing.

(*v*) *Deshi byayam*, extension motions, marching, and a little English gymnastics.

SECOND-YEAR CLASS.

(*i*) General knowledge (as in the first-year class).
(*ii*) Class subjects (method).
(*iii*) Method (theoretical).
(*iv*) Practical teaching.
(*v*) Physical training.

For teachers already in employ who have to undergo one year's course, the curriculum is as follows :—

(*i*) *General knowledge*—

Indian History. Oral lessons and notes.
A book on Physical Geography.

(*ii*) *Class subjects.*—As in the first year for new candidates, save that a selection only of the prescribed text-books will be studied.

(*iii*) *Method* (theoretical, as for the second-year class for new candidates).

(*iv*) *Practical teaching.*

(*v*) *Physical training.*

A model practising school is attached to each training school.

Each pupil should, during his course, make a raised map of India or of Eastern Bengal and Assam, and a series of maps, including the school-house and compound, the district, the province, and India. Each pupil undergoing the two-years' course should also make a globe. These should be taken to the schools to which the successful candidates are subsequently posted.

The new curriculum has met with a good deal of unfavourable criticism, the Inspectors generally considering that the present two years' course produces an inferior type of teacher and advocating a return to the three years' course. Individual officers have pressed for "an advanced course of instruction in literature, or mathematics, or history," or for the restoration of algebra, or for "the introduction of English as a compulsory subject."

EXAMINATIONS.

177. The course of studies in the training schools leads in Eastern Bengal to the Departmental Vernacular Mastership Examination. Before the quinquennium under review, this examination was of two kinds, the preliminary, which was known as the second grade Vernacular Mastership Examination, and the final, which was known as the First Grade Vernacular Mastership Examination. Since 1910-11, however, the former has been abolished and replaced by an ordinary examination for class promotion held by the teachers themselves. The final examination is now the only examination with which the Department concerns itself. It is conducted by a Board of Examiners which sets question papers for all the training schools; but the oral and practical examinations are held by the Inspectors or the Assistant Inspectors of Schools. At the Vernacular Mastership Examination of 1911-12, 73 candidates appeared and 39 passed. The corresponding examination in Assam is the Training School Final Examination, at which 32 appeared and 16 passed.

GENERAL REMARKS.

178. These training schools are fairly efficient, but they have not yet made any great impression on the vernacular teaching in secondary schools, partly because their costliness renders expansion difficult, and partly because the poor prospects of the profession of teaching deter vernacular students from joining them. The department has, therefore, had to rely in the main for the training of its elementary teachers on the *guru*-training schools in Eastern Bengal and the training classes and the system of apprenticeships in Assam.

TRAINING OF TEACHERS FOR PRIMARY SCHOOLS.

179. In Eastern Bengal arrangements for the training of village schoolmasters consist of the training classes attached to the Dacca and Chittagong Training Schools and of 39 *guru*-training schools. Each of the latter has a practising school attached to it and trains from 10 to 20 men. These schools were provided with buildings of their own, but the workmanship and the materials were generally bad and the accommodation often insufficient. Additions and

alterations had frequently to be made; in some cases rebuilding was necessary. The staff of a *guru*-training school consists of two teachers, the head pandit who is the instructor of *gurus* and candidates for employment, and the second pandit who is in charge of the practising school. The former is paid Rs. 18 a month and the latter Rs. 10; the income in both cases is supplemented by the fees of the boys in the practising school. *Gurus* are granted stipends of Rs. 7 a month, candidates for employment Rs. 6. The course of training extends over a period of one or two years according as the student has or has not passed beyond the upper primary stage; but for a teacher of at least two years' experience the period of training is only one year. A new scheme of studies has, however, been drawn up for every division and embraces both general and special instruction. The curriculum includes, in addition to the ordinary subjects such as the Bengali language, mathematics, history, and geography, a training in object lessons, the art of teaching, drawing, and *deshi kasrat*. Where there is a garden, practical gardening is done under the supervision of the head pandit. At the end of the course there is an examination, the theoretical part of which is conducted by means of written papers set by examiners appointed by the Inspector of Schools of each division, and the practical part by the Deputy Inspectors examining *in situ*. The number of *gurus* who were granted certificates in 1911-12 was 190 in Dacca, 123 in Rajshahi, and 121 in Chittagong. Hostel accommodation was at first very deficient, but has been recently much improved and extended. In the Dacca Division nine schools have hostels; in the Rajshahi Division all but three; in the Chittagong Division all but one. Each hostel has accommodation for 10 boarders. There is, however, general agreement that the system of *guru*-training schools has been a complete failure. It was a disastrous attempt to combine parsimony with progress. Under a small iron-roofed shed, scamped by dishonest contractors, a herd of poverty-stricken and reluctant students was compelled, in order to receive lessons in the art of teaching from underpaid instructors "almost as innocent of the art of teaching as the teachers themselves," as the Inspector of the Dacca Division caustically remarks.

A new scheme was accordingly devised which substituted—or aimed at substituting—systematically concentrated efficiency for aimlessly diffused inefficiency. The following is an outline of the scheme:—

(1) A training school for each subdivision, ordinarily at the subdivisional head-quarters This would give about 40 schools.

(2) Buildings to be provided at an estimated cost of Rs. 10,000 per school; this sum to include hostels and a school garden.

(3) The Headmaster to be either an officer of the Subordinate Educational Service, or an officer of the new service of vernacular teachers proposed in connection with the Secondary Education Reform scheme, with a special allowance of Rs. 20.

(4) The Headmaster to have two assistants in the Vernacular Teachers' Service.

(5) The monthly cost of a school (excluding stipends) to be as follows:—

	Rs.
either (*a*) One Subordinate Educational Service officer ...	96
Two Vernacular Teachers' Service officers ...	60
Menials and contingencies	44
Total ...	200

	Rs.
or (*b*) Three Vernacular Teachers' Service officers ...	90
Allowance for Headmaster	20
Menials and contingencies	40
Total ...	150

(6) Each school to accommodate 40 pupils.

(7) Stipends to be at the rate of Rs. 7 for existing teachers and Rs. 6 for candidates for employment.

(8) The course to be one year for existing teachers and two years for candidates; but for the latter, if middle vernacular certificate-holders, one year.

(9) The trained teachers, when the scheme should have come into full working order, to be distributed among the schools as follows:—

Upper primary school teachers	500
Board school teachers	500
Candidates	600

After five years the schools to be chiefly used for new candidates, but a certain number of existing teachers also to be admitted.

The scheme was sanctioned by the Secretary of State for India, and provision for starting it was made in the last Eastern Bengal and Assam financial settlement; but owing to heavy demands for other capital expenditure, the start was delayed. In 1911, the Government of India made a special non-recurring grant of one and-a-half lakhs for the purpose, and a scheme was prepared for expending it; but further action was barred by the territorial redistribution.

In Assam, the village schoolmasters are trained either (*a*) under the apprenticeship system, or (*b*) in large training classes, or (*c*) in small training schools. (*a*) The apprentice system, of which an account was given in the last quinquennial report, is similar to the pupil-teacher system; it has proved a dead failure. Pupils are sent to middle schools to be trained by thoroughly incompetent pandits. It is being gradually superseded by the system of training by means of training classes. (*b*) Of these there are two, both really lower departments of the training schools at Jorhat and Silchar, which provide for schools using the Assamese and the Bengali languages, respectively, and which train 60 students at a time, composed both of existing teachers and of aspirants to the teaching profession. The latter are given stipends of Rs. 6 a month while under training, and the former their pay from the Boards concerned. These students use the same buildings and the same hostels as the first grade students, but have the advantage of separate teaching. The curriculum is somewhat similar to that of the training school, but is necessarily simpler. The great defect of the course is, however, its duration, which extends to six months only. The period is too short to produce any marked effect, and proposals have already been submitted to the Government of India to adopt the Bengal two years' course, to be reduced to one year in the case of existing teachers and of candidates for employment who have completed the middle vernacular course. The lengthening of the course will, however, entail an increase in the number of students, and the existing classes will not then suffice for the larger number. It has, therefore, been proposed to establish besides two new training schools of the Eastern Bengal type. (*c*) The training schools are an attempt to utilize for the purpose the services of the Missionaries in the hill districts. They are at Tura in the Garo Hills, at Jaiaw in the Khasi Hills, and at Kohima and Impur in the Naga Hills. The school at Tura prepares teachers for the Garo schools and contains 10 pupils, each of whom undergoes a training for one year and receives a stipend of Rs. 6 a month. At Jaiaw, in addition to the ordinary lower primary course, instruction in the method of teaching and school management is given. Of the schools at Kohima and Impur, the Deputy Commissioner of the Naga Hills writes:—

"The training school under the Kohima Mission gives an Angami and English education, with a smattering of Assamese, to Nagas and other aboriginal tribes. The English standard is high and the school well managed, but the failure of the primary schools has affected the supply of pupils, so that the number has dwindled down to 34, the smallest in the history of the school since it was firmly established. The hostel can accommodate 45 boys. The Impur Mission School has done better and has 102 pupils on the rolls."

Training Classes in Special Subjects.

180. A special class for training teachers of high schools in geography, which was opened at Dacca during the quinquennium, undoubtedly did much

to improve the teaching of this subject in high schools. Training classes have also been opened, as an experimental measure, at the Dacca and Chittagong Madrassas for the training in English of candidates for posts as Maulvis in high schools. Admission is limited to students who have passed the Madrassa Final Examination and read English as an optional subject. No stipends are granted, but tuition is free. The classes are held for two hours in the morning and are taught by one of the Madrassa staff. The course extends over two years and consists of reading, conversation, composition, grammar, and translation from Arabic into English. The object of the experiment was to create a body of Maulvis possessing a sufficient knowledge of English to carry on their work in accordance with the new University Regulations, but the scheme has not proved a success. The Central Board of Examiners, which conducted the final examination in April 1911, proposed that the classes should be reorganized on the following lines:—

(1) The class should be whole-time class for one year.
(2) Every candidate for admission to the class should have a knowledge of English equivalent to that of a boy in class VII of a high school.
(3) There should be only one class, held at Dacca.
(4) Stipends of Rs. 10 per month should be given.
(5) The examination should be fairly difficult, and the Maulvis who pass should be guaranteed posts on not less than Rs. 30 per month.
(6) A B. T. graduate, knowing Persian and Arabic, should be appointed to take charge of the class on a salary of Rs. 75 to Rs. 100 per month outside the graded service.

Pupils.

181. Nearly all students under training are given free quarters. Most of them are granted stipends, but some few are allowed to draw the emoluments of the posts which they held before they were deputed for training. The number of pupils depends, therefore, chiefly on the number of stipends offered and this, again, is determined by the resources of the department. Arrangements have been made for non-stipendiary students in the Training College at Dacca, but no advantage has as yet been taken of this opportunity.

At the end of 1911-12 there were 1,412 students under training in schools of all grades. Of these 1,276 were in State schools and the rest in aided schools. The number of pupils in the former has risen by 379, mainly in Eastern Bengal, owing to better stipends and to a more general provision of hostels for the *guru*-training schools. In the latter the number has declined from 205 to 136. The abolition of the Mission school for training the Cacharis accounts for this fall.

Expenditure.

182. The total cost of maintaining the training institutions of all kinds, including the Training College at Dacca, has increased from Rs. 77,846 to Rs. 1,72,867, or by 122 per cent., the expenditure from Provincial revenues having more than doubled. The expenditure from Mission funds amounted only to Rs. 5,360. The average cost of educating a pupil rose from Rs. 70 in 1905-07 to Rs. 95 in 1911-12.

Training of Female Teachers.

183. One of the chief obstacles to the progress of female education in this province is the great dearth of qualified women teachers. The teaching of the large majority of girls is still in the hands of male pandits, and little progress can be expected until an adequate supply of trained mistresses is available. It is notoriously difficult to induce Indian women of good position, other than Christians and Brahmos, to become teachers, and even of those who are trained and pronounced fit for employment, the majority refuse to go

to places where they are wanted. Moreover, owing to popular prejudices, single women are, as a general rule, unable to manage schools successfully, while married women are seldom allowed to take part in educational work.

In the previous quinquennium there was no provision for the training of women teachers. In Eastern Bengal, however, a modest start has been made with the training classes attached to the Eden High School for girls, which have been established with the object of training (*a*) English and vernacular teachers for girls' schools of all grades and for zenana classes, and (*b*) subordinate inspecting officers. There are three classes :—(*a*) English, (*b*) middle vernacular, and (*c*) women's upper primary. The English class is subdivided into class I, ordinary pupils, *i.e.*, those who combine the training course with the course for the Matriculation Examination, and class II, special pupils, *i.e.*, those who, having passed the Matriculation Examination, go through a shorter period of training. In the case of class I the stipends are tenable for two or three years, and the pupils under training are allowed to study for University or Departmental examinations. The stipends of the special pupils are tenable for one year, and the pupils are not allowed to study for any outside examination. There are twelve stipends of Rs. 12 a month for class I, and three stipends of Rs. 15 a month for class II. Girls may enter the middle vernacular training class after completing the upper primary or any higher course of study, while women are sometimes admitted, in special circumstances, with lower qualifications. Both girls and women read the middle vernacular or upper primary course while they follow the training course. There are 18 stipends of Rs. 10 a month tenable for two years. Every stipend-holder is required to enter into an agreement, or to furnish a security bond, that she will complete the course for which the stipend is granted, and will subsequently serve at least for two years either as an inspecting officer, or as a mistress in a Government or an aided school. A salary of not less than Rs. 30 is guaranteed to one who obtains the English training certificate, and of not less than Rs. 20 to one who obtains the vernacular training certificate. Non-stipendary pupils are also admitted and are on an equal footing with the stipend-holders.

The courses of study in the English class are as follows:—

(*a*) (*i*) For ordinary pupils:—

A. Matriculation course—3 hours a day.
B. Training course—1½ hours a day.

(1) The art of teaching.
(2) Child study and simple instruction on the mental processes from the teachers' point of view, together with the study of the life of some famous educator (one being selected each year) and his school of thought.
(3) Practical teaching, including model and criticism lessons.
(4) Drawing.
(5) Needle work.
(6) Physical culture.
(7) Singing.
(8) School hygiene.
(9) Manual work.

(*a*) (*ii*) for special pupils :—

The training course prescribed for ordinary pupils compressed into a one year's course. Special stress is laid on thorough practical teaching.

The courses of study in the vernacular classes are as follows:—

Class (*b*) or Middle Vernacular class :—

A. The Middle Vernacular course—3 hours.
B. The training course as for ordinary English class pupils, but wholly in the vernacular, with special reference to Kindergarten methods—1½ hours.

Class (*c*) or Women's Upper Primary class :—

A. The Upper Primary course.
B. The training course, as for the ordinary English class pupils, but simplified and wholly in the vernacular, with special reference to Kindergarten methods.

The Eden High School is itself being used as a practising school; and as the staff of this school has been strengthened by the addition of several mistresses with high qualifications and very considerable experience of the best training colleges in India, the training classes should prove a success. They form, at any rate, the nucleus from which a comprehensive system of training for the women teachers of the province will have to be evolved. There were at the end of the quinquennium 22 girls under training, of whom 7 were Brahmos, 5 Christians, 3 Muhammadans, 1 a Parsee, and 6 Hindus. Owing to the absence of special boarding arrangements for orthodox Hindus, Hindu widows have hitherto held aloof. A Hindu widows' Home has, however, been recently started at Dacca, which, if its finances are properly managed, may enable orthodox Hindu widows to join the training classes.

In Assam there is still no regular school for the training of mistresses; but a capital grant of Rs. 15,000 was paid during the last year of the quinquennium to the American Baptist Mission at Nowgong for the construction of a building for such a school, and a class for instruction in teaching has been opened by the Welsh Mission in connection with the Girls' High School at Shillong.

Very little information on this subject, as on many other branches of education, has been furnished by the Inspectors of the Assam and Surma Valleys, whose reports have been meagre in the extreme.

CHAPTER VIII.

SPECIAL INSTRUCTION.

184. Before the year 1910, there was no Law College in the province, but lectures to candidates for the B. L. degree were given in classes attached to the Government Colleges at Dacca and Rajshahi, and the Brajamohan Institution at Barisal. These classes proved unsuccessful, and produced, as has been well said, "many graduates in law but few real lawyers." "No one will attempt," wrote the Imperial Government, "to justify a system under which it is possible for the legal education of students to be entrusted to a single teacher, who is supposed to deliver formal lectures on all subjects required for the degree of Bachelor of Law, while no library is provided for students to consult and no attempt is made to ascertain by means of essays or exercises how far they have assimilated the modicum of information that the lecturer is capable of imparting. That teaching of this kind is not teaching at all is indeed admitted in substance by those who argue in defence of the present system, that the students do not go to law lectures to learn law, but in order to obtain the certificate required by the University of having attended so many lectures, and that they can master all their subjects in six months' private reading." The promulgation of the new Regulations afforded the opportunity for an urgently needed reform. It was clearly impossible for a college like that at Barisal to find the funds necessary to satisfy the demands of the University, and the law classes at that college were therefore closed. Government, too, decided to concentrate its energies on the provision of one really efficient institution, and the classes attached to the Rajshahi College were, therefore, abandoned, while the classes at Dacca were converted into a Law College, constituted on the lines of the University Law College at Calcutta. The new college was given the buildings originally erected for the Dacca College, and the Principal of that college became its first Principal; three other professors were appointed, and a large grant was made for the equipment of the library. At the end of 1911-12 there were 69 students in the B. L. classes, of whom 48 were in their first year and 21 in their second. Thirty-nine candidates were sent up for the final examination, but of these only eight passed, all in the second division.

There are also classes for the Pleadership examination attached to the colleges at Dacca, Rajshahi, and Chittagong, and to the high school at Gauhati. The number of students attending these classes is insignificant.

B.—MEDICAL SCHOOLS.

185. There are two medical schools in the province, at Dacca and at Dibrugarh. They are not affiliated to the University, but are intended primarily for the instruction of candidates who seek employment under Government as Sub-Assistant Surgeons. Many of their students now take to private practice or seek employment in tea gardens or elsewhere under large employers of labour. The general management of each of these schools is vested in the Superintendent, who is subject to the general control of the Inspector-General of Civil Hospitals, while the Director of Public Instruction is an *ex-officio* visitor. The course is one of four years, and the qualification for admission is a certificate of having passed the Matriculation or any other higher examination in Arts or Science of an Indian University. An exception is made at Dacca in favour of Muhammadans, and at Dibrugarh in favour of natives of the Hill districts, the Brahmaputra Valley, and Cachar, such students are admitted even if they are not Matriculates, provided that they can pass a preliminary examination held under the direction of the Superintendent of the school.

At Dacca considerable improvements have been effected during the past five years. A large mortuary has been constructed; land has been acquired for the construction of a hostel for male students and for an examination hall and gymnasium; two additional teachers have been appointed; X-ray

work has been started; a considerable amount of up-to-date apparatus has been purchased for the teaching of physiology, pathology, chemistry, and physics, and the library has been supplied with new books.

At the Berry-White Medical School at Dibrugarh sanction has been accorded to the erection of a new building for X-ray work, a *post-mortem* theatre has been constructed, a new engine and dynamo have already been ordered, and new hostel buildings are now under construction.

Statistics.

186. The total number of students in the two institutions rose from 291 in 1906-1907 to 314 in 1911-12. Of this number two were Anglo-Indians, three Native Christians, 256 Hindus, and 43 Muhammadans, while ten belonged to other sects. There were seven girl students at Dacca, of whom only one was studying the course for Sub-Assistant Surgeons, while the others were being trained in Midwifery. An attempt was made at Dibrugarh by the offer of scholarships to induce members of the hill tribes and other backward races to take up the study of medicine, but the experiment did not prove very successful, as may be seen from the fact that, of the 108 students in the Berry-White School, there were in 1911-12 only four Khasis, two Lushais, two Manipuris, one Naga, and one Garo. In the year 1906-1907, 55 out of 80 candidates at the Final examination were successful. In 1911-12, 70 candidates (53 from Dacca and 17 from Dibrugarh) were sent up, and 46 of the former and 15 of the latter obtained diplomas. There were, in 1911-12, 28 scholarship-holders at the Berry-White School, while 24 students were exempted from the payment of fees. In the Dacca School there were six students bound by special agreements, receiving a scholarship of Rs. 20 each, twenty scholarship-holders drawing Rs. 5 each, and 24 free students, while four of the girl students held scholarships of the value of Rs. 10. Two special scholarships of Rs. 15 a month were also awarded to students of that school. The total expenditure increased from Rs. 55,360 to Rs. 83,881, of which Rs. 74,593 was met from Provincial revenues and Rs. 9,288 was realised from fees and fines. The expenditure from Provincial revenues increased by Rs. 31,242, mainly owing to the construction of two hostels and a *post mortem* theatre for the Berry-White School.

There are also four unaided medical schools in the province, three of which are in the city of Dacca and have 376 pupils in all, while the fourth, a homœopathic institution at Barisal, has 22 students.

C.—ENGINEERING AND INDUSTRIAL SCHOOLS.

187. Technical and Industrial education in the province is still very backward, though the large increase in the number of pupils is a sure sign that there is a growing popular demand for education of this class. Of recent years various steps have been taken to place the existing schools on a more satisfactory footing. A special officer was deputed in the year 1907-1908 to hold an industrial survey of the province, and his report was subsequently discussed by an influential Committee. This Committee reviewed the subject of technical and industrial education in all its aspects, and formulated a series of proposals for its improvement. The most important suggestion was that a separate department of commerce and industry should be created and placed in charge of an independent officer to be styled the "Director of Industries," who would then take this branch of education under his special control. These proposals have been approved by the Government of India, and it now only remains to find the necessary funds.

Engineering College.

188. There are no colleges in the province in which instruction is given up to the standard required for the examinations in Engineering held by the Calcutta University. The existing schools do not aim at teaching up to a

higher standard than that required for Overseers and Foreman Mechanics. Arrangements have, however, been made whereby 14 pupils domiciled in Eastern Bengal and Assam are annually admitted into the Civil Engineering College at Sibpur. These pupils are entitled to compete for all the scholarships, except Forbes' scholarships, which are open to other students of that college.

Engineering and Technical Schools.

189. Though there is no Engineering College in the province, there is an Engineering School and a certain number of Technical Schools, of which the latter are all affiliated to the College at Sibpur. These schools were formerly under the control of the Principal of the Sibpur College, who used to conduct their examinations. Since the year 1908-1909, however, the examinations and curricula of all such schools have been entrusted to a Joint Technical Board, on which this province is represented by the Secretary to Government in the Public Works Department and the Headmaster of the Ahsanulla School of Engineering. The latter has also been appointed Inspector of the smaller technical schools and of the "B" classes attached to the different high schools in the province.

The Ahsanulla School of Engineering.

190. The only engineering school in the province is the Ahsanulla School of Engineering at Dacca. It has recently moved into new buildings, to which a spacious hostel is attached. A course for Foreman Mechanics has been added to its curriculum and an electric installation has been erected, which gives facilities for the teaching of electrical engineering and supplies the surrounding buildings with light and fans. A member of the Indian Educational Service has been appointed Headmaster, and an Assistant Foreman Instructor has been added to the staff, which now numbers 24. The school has three departments called the Apprentice Department, the Survey Department and the Artisan Department, respectively. The Apprentice Department prepares pupils for the Sub-Overseer and Overseer examinations and for the Foreman Mechanic's certificate, and arrangements have also been made for instruction in electrical engineering. The Survey Department provides a two years' course for candidates for the Survey Final examination, while an "Amin certificate" is granted at the close of the first year course. The Artisan Department was opened on the 15th of January 1906, and now has 23 pupils, against 15 at the end of the previous quinquennium. These Artisan classes like the classes attached to the Technical schools, are, strictly speaking, institutions for industrial training and have therefore been dealt with under that head. The subjects taught in the first two departments are the same as in previous years; but an entrance test has now been instituted in connection with the Survey Department, so that those candidates may be rejected who would be unable to follow the course with advantage. The enrolment in these departments has declined from 304 in 1906-1907 to 287 in 1911-12. The decline is due to a limitation in the numbers of the Overseer classes made at the request of the Joint Technical Examination Board, and to the imposition of a stricter test on candidates for admission to the survey class. Of the 287 pupils, 273 were Hindus, 13 were Muhammandans, and one was a Buddist. It is to be regretted that the number of Muhammadans is now only one half of what it was five years ago. The total receipts, which amounted to Rs. 8,404 in 1906-07, have risen to Rs. 11,572, while the expenditure has increased during the same period from Rs. 37,639 to Rs. 64,190, of which total Rs. 52,618 was contributed by Provincial revenues and Rs. 11,572 by fees, fines, and other sources. The large increase is due partly to the cost of the electric installation and also partly to the travelling expenses of the Headmaster when inspecting the outlying schools. The increase under the former head is, however, partly covered by the sum realised through the Public Works Department for current supplied, and partly by the savings which have been effected in other charges by the introduction of electric light and

fans. The installation was completed in the year 1909-10, and considerable receipts may be expected from this source in future years. The examination results were satisfactory. Sixty students appeared for the Overseer examination in 1911-12 and 39 of them passed, while at the Sub-Overseer and Survey Final examinations, respectively, 41 and 42 candidates were successful out of 65 and 43 presented. In the Amin Examination 64 students appeared and 53 were successful. There is a large hostel attached to the school in which accommodation is provided rent-free for 108 students. The students make their own arrangements for meals. It is satisfactory to notice that great attention is paid to athletics.

The popularity of the school has been well maintained throughout the quinquennium, and every year the number of applications for admission is in excess of the accommodation available. The school is undoubtedly no longer able to meet the needs of the whole province and requires to be remodelled. "The best solution of the problem," says the Director, "would be the removal of the school from its present situation in the college compound; and the college, with its growing requirements, could easily utilise the buildings."

Technical Schools.

191. There are five technical schools in the province, at Barisal, Rampur Boalia, Pabna, Rangpur, and Comilla. These schools are made up of the same Departments as the Ahsanulla School of Engineering; but their Apprentice Departments teach up to the Sub-Overseer standard only. Two of these schools have already been taken under the management of Government, and the provincialisation of the others is under consideration. During the period under review there were 1,155 pupils in these schools, of whom 141 passed the Sub-Overseer examination.

Barisal Technical School.—The Barisal Technical School was formerly managed by the District Board, but in the year 1910 it was taken over by Government and placed under the management of a committee, of which the District Magistrate is the President. The school is held in a building quite unsuited to the purpose, and steps are now being taken to remedy this state of affairs. The school has two departments, a Sub-Overseer Department leading up to the Sub-Overseer examination, and an Artisan Department, where carpentry and blacksmithy are taught. The number of pupils on the rolls on the 31st of March 1912 was 48, of whom 26 were in the Sub-Overseer class and 22 in the artizan class, against a total of 41 on the corresponding date in the preceding year. The staff consists of a Superintendent, two Assistant Masters, and one clerk and Assistant Master. There are also three Instructors and one Assistant Instructor for the workshop. The total expenditure during the year 1911-12 was Rs. 8,952, of which Rs. 7,493 was contributed by Government, while Rs. 573 and Rs. 886 were realised from fees and from sale-proceeds, respectively.

In accordance with Government order No. 169E. T., dated the 17th of January 1909, the District Board of Bakarganj is liable to pay a sum not exceeding Rs. 2,000 per annum on account of eight stipends of the value of Rs. 7 a month, tenable for three years in the Artisan class. A sum of Rs. 780-14-10 was contributed by the Board for these stipends during the last year of the quinquennium under review. During the last five years 77 candidates appeared from this school for the Sub-Overseer Examination, and 30 of them were successful.

At the Artisan class examination only one candidate appeared and passed in the year 1911-12. There was no candidate for this examination in the preceding year owing to an extension of the length of the course from 2 to 3 years. In 1910, three passed, and in 1909, four.

The Pabna Technical School.—The school at Pabna has three departments for the training of Sub-Overseers, Amins, and Artisans. There were 133 pupils on the rolls on the 31st of March 1912, of whom 115 were Hindus and 18 Muhammadans. The teaching staff consists of five masters and four instructors in carpentry and blacksmithy. The total expenditure in the year

1911-12 amounted to Rs. 9,173, of which only Rs. 1,352 was contributed by the District Board. The Government contribution amounted to Rs. 1,440, the receipts from fees to Rs. 3,078, and those from other sources to Rs. 3,303. During the past five years out of 106 candidates from this school 62 passed the Sub-Overseer examination. The "B" class students of the Pabna Zilla School receive instruction in Engineering, Surveying, and Carpentry at the Technical School. There is a hostel for Hindu boys attached to the school. A scheme for providing better buildings and a grant of Rs. 50,000 have been sanctioned by Government.

The Rangpur Technical School.—The Rangpur Technical School has now 87 pupils, 53 in the Amin class, 25 in the Artisan class and nine belonging to the "B" Final class of the Zilla School. The Sub-Overseer classes were abolished in the year 1911. The school has five teachers including the Superintendent, and five instructors in carpentry and blacksmithy. The expenditure in the year 1911-12 amounted to Rs. 8,594, and was met by fees and contributions from the District Board. During the last five years 42 candidates appeared at the Sub-Overseer examination, of whom only seven passed. The management of the institution has been taken over by Government with effect from the 1st of April, 1912.

The Diamond Jubilee Industrial School at Rampur Boalia.—This school has three departments, similar to those in the Pabna Technical School, and there were 72 pupils on the rolls in March last. The teaching staff consists of six masters. The total expenditure in the year 1911-12 amounted to Rs. 6,402, of which Rs. 960 was contributed by Government. Three candidates out of ten were successful at the last Sub-Overseer examination.

The Elliott Artisan School at Comilla.—The Elliott Artisan School at Comilla is under the direct management of the Tippera District Board, and has two departments, the Apprentice Department and the Artisan Department. In the former instruction is given up to the Sub-Overseer standard, and there were last year 61 pupils, including 27 pupils of the "B" class of the Comilla Zilla School. In the Artisan Department, which has now 31 pupils, blacksmithy, tinsmithy and carpentry are taught. The total expenditure for the two departments was Rs. 9,304, of which Rs. 5,545 came from District funds, Rs. 1,182 from fees, and Rs. 2,577 from sale-proceeds and other sources. The provincialisation of the school is under consideration. Twenty-four pupils were sent up last year for the Sub-Overseer Examination, of whom nine were successful. Certificates of proficiency are granted by the Board to deserving candidates in the Artisan class. There are three stipends of Rs. 5 tenable in the Sub-Overseer class, and 11 stipends, four of Rs. 4 and seven of Rs. 3, tenable in the Artisan class. The full course extends over four years, and, though no fees are charged, great difficulty is experienced in inducing students to remain so long in the school. There is a hostel which has accommodation for 30 boarders.

"B" Classes.

192. The Ahsanulla School of Engineering and the Technical Schools are fed by the seven "B" classes attached to different high schools. The part which these classes play in the organisation of technical education was fully described in the last Quinquennial Review. They offer an alternative course to that of the first two classes of high schools. The training thus extends over two years, and success at the final examination entitles students to enter the second year class of the Sub-Overseer course. Again, after passing the Sub-Overseer examination, students are eligible for admission to the third year class of the Apprentice Department at Dacca or at Sibpur. "As a rule," observes the Inspector of the Chittagong Division, "only such boys as are likely to prove a certain failure in the general line obtain admission into the "B" classes, and the result is that the few students who come to join it cut a sorry figure when they enter the Sub-Overseer class." The Headmaster of the Ahsanulla School of Engineering is apparently of the same opinion and is inclined to doubt the practical utility of these classes

Ten junior scholarships, three of the third grade, three of the second grade, and four of the third grade, are open to competition among "B" class students in this province and in Bengal. The number of students who attended these classes during the past five years was 1,195, and the number who passed the "B" Final Examination 180. The number of pupils has steadily declined for the past two or three years, apparently because the final test is more difficult than the Matriculation Examination. The difficulty of securing admission to the engineering school and the high standard of the Overseer examination are also mentioned as reasons for the unpopularity of these classes. "Sub-Overseer classes," says the Inspector of the Chittagong Division, "are far more popular. Now that the former have been opened in various centres, the latter may be abolished. This will bring to an end the dual government which finds favour neither with the Zilla nor with the Technical school, and the abolition will be welcome to both alike."

"B" Classes in the Dacca Division.—The "B" classes attached to the Mymensingh and Barisal Zilla Schools were first opened in 1901. The classes attached to the Dacca Collegiate School were also opened in that year, but for practical work they remained attached to the Dacca School of Engineering till the year 1908-09. At Mymensingh there were 15 boys in the "B" classes on the 31st of March last, against 21 on the corresponding date in 1907, and at Barisal 31 against 35. The classes attached to the Dacca Collegiate School had 22 pupils in 1911-12, compared with 27 in the preceding year. During the quinquennium 98 boys passed the "B" Final Examination, and 21 of them secured open scholarships.

"B" Classes in the Rajshahi Division.—These classes are attached to the Pabna and Rangpur Zilla Schools and to the Rajshahi Collegiate School. During the last five years 11 out of 26 candidates passed the examination from the Rangpur Zilla School, and 36 out of 77 from the Zilla School at Pabna.

"B" Classes in the Chittagong Division.—The only "B" class in this division is that attached to the Comilla Zilla School, where there is a special teacher of Engineering. The pupils pay a fee of Re. 1 per mensem in the Comilla Zilla School and of Re. 1-8 per mensem in the Comilla Elliot Artisan School, where they receive the practical portion of their training. The number of pupils in the "B" class and the result of the examinations for the past five years are shown below:—

Year.	Roll in the 1st year class.	Roll in the 2nd year class.	Total number of passes.
1907-1908	33	10	Nil.
1908-1909	26	23	3
1909-1910	17	34	8
1910-1911	3	36	6
1911-1912	4	23	14

The total expenditure amounted to Rs. 2,245, to which Provincial revenues contributed Rs. 1,936 and fees Rs. 309.

Mining.

193. There are no mining classes in this province corresponding to those that have been opened in connection with the apprentice department of the Engineering College at Sibpur, but it has been decided that six vacancies in these classes will in future be reserved for pupils from this province. Six mining scholarships varying in value from Rs. 30 to Rs. 15 per mensem have been sanctioned for these pupils, of which two are reserved for Muhammadans, two for Hindus, and two for Europeans or Eurasians. The State Technological scholarship for 1908-09 was awarded to a native of this province to enable him to study Mining Engineering at the University of Birmingham.

Industrial Institutions.

Eastern Bengal.

194. Turning now to those institutions which may more properly be termed "Industrial," we come first to the Artisan classes attached to the Ahsanulla School of Engineering and to the different technical schools, of which a description has already been given. The subjects in which the pupils receive instruction in these classes are generally confined to carpentry and blacksmithy, but instruction in tinsmithy is also given in the school at Comilla.

Besides these, there are a number of other schools in Eastern Bengal in which industrial education is given. They include the Kashi Kishore School at Mymensingh, the industrial school at Bogra, the industrial school at Shahazadpur, the Victoria Technical School at Chittagong, the sericulture school at Rampur Boalia, and the weaving class at Malda. A short description of each is given below :—

The Kashi Kishore School.—The Kashi Kishore School is under the direct management of the District Board. It was first established in the year 1893 with the aid of a donation of Rs. 25,000 from Rai Bahadur (now Raja) Jogendra Kishore Rai Choudhuri of Ramgopalpur. The pupils receive instruction in carpentry, blacksmithy, and cane work. During the year 1905 06 a weaving class was started, but it collapsed in the following year, as the high caste students refused to take to the work. Arrangements have, however, been made to re-open this class, and a weaving master on a salary of Rs. 30 a month has been engaged. The institution is under the control of a Superintendent whose services have been lent by Government to the District Board. Nineteen stipends varying in value from Rs. 3 to Rs. 10 a month are given to deserving students. Of these, ten are held by Muhammadans. The number of pupils on the rolls on the 31st of March 1912, was 27, against 40 in the previous year and 31 on the corresponding date in 1907. The District Deputy Inspector of Schools attributes the decline in numbers to the weeding out of worthless students and to the inadequate number of stipends. The total expenditure on the school was Rs. 8,817 in 1911-12 and Rs. 8,424 in 1910-11. Of the former total, Rs. 3,146 was contributed from District funds, a decrease of Rs. 800 in the sum contributed from that source in the previous year. The examination of the senior Artisan class is conducted by the District Engineer, assisted by the Superintendent of the school. In each of the last three years, two boys have been sent up for examination, and all six candidates were successful, but, considering the size of the school, results tehse seem very unsatisfactory. In the last Quinquennial Review this institution was returned as a Technical School, probably because it was hoped that it would eventually be possible to open Sub-Overseer classes in connection with it. As there is now no hope of this expectation being realised, the school is classed as an Industrial School.

The Bogra Industrial School.—This is a Government school and was started in the year 1908. It has three departments, in which carpentry, blacksmithy, and weaving are taught. The full course in each department covers three years. The staff consists of one Superintendent and three instructors. The total direct expenditure in 1911-12 amounted to Rs. 4,998, towards which the District Board contributed Rs. 600. The school has a managing committee of ten members, with the District Magistrate as President. During the last three years 16 artisans received certificates in carpentry and one in blacksmithy. The weaving class has proved a failure, and has recently been abolished.

The Industrial School at Shahazadpur —This is an unaided school started by a Muhammadan resident of Shahazadpur, in the district of Pabna. Very little information is available about the school, but it appears to have had 29 pupils on its rolls on the 31st of March 1912.

The Victoria Technical Institute.—The Victoria Technical Institute was a private institution, in which instruction was imparted to pupils of the higher

castes in carpentry, tinsmithy and goldsmith's work. It enjoyed a grant of Rs. 30 a month from the Department, and rewards were paid from Provincial revenues to successful students. On account of the inefficient staff and bad accommodation the Government grant was stopped with effect from April 1911, and the institution has now practically ceased to exist.

The Sericulture School at Rampur Boalia.—The sericulture school at Rampur Boalia was formerly part of the technical school. It was, however, separated in the year 1907, and is now an independent institution under the control of the Director of Agriculture. It has a mulberry garden attached to it and instruction is given in mulberry cultivation, the microscopic examination of seeds, and the detection and prevention of silk-worm pests.

The Weaving School at Malda.—The weaving school at Malda is maintained by the District Board and has 22 pupils on its rolls. It is satisfactory to learn that passed students of this school make use of their instruction in after-life.

ASSAM.

195. In Assam there are no technical schools, but two industrial schools have recently been opened for the benefit of the hill tribes, the Fuller Industrial School at Kohima, and the school of the same name at Shillong. The first of these schools was started in January 1908, to teach Naga boys carpentry and blacksmithy. Five new students are admitted every year and given a three years' training. With a good Superintendent and a competent Chinese Instructor the school has proved very successful. The net expenditure during the year 1911-12 was Rs. 1,914. The school at Shillong is conducted on the same lines. It had five pupils when first opened in the year 1907-1908, and has now 14. There are 15 scholarships for the students of each of these schools.

In addition to these schools, there is in Assam a system of industrial apprenticeships, known as "Williamson apprenticeships," which was reorganised by the Chief Commissioner of Assam in the year 1904. These apprenticeships are given for the training of youths as carpenters and blacksmiths, and are tenable at the Dibrugarh, Jorhat, and Tezpur Railway workshops and at the shops of some specially skilled private artisans. Only those youths are selected who are likely to take to manual labour as a profession. Candidates must belong to a family resident in Assam, they must be able to read and write the vernacular, and must possess some familiarity with the first four rules of arithmetic, and they must not be less than 15 or more than 18 years of age. The period of apprenticeship is for three years, and a fourth year may be added, if necessary. On completion of the period a certificate is given by the Executive Engineer in charge of the division after a practical test of the candidate's abilities. The apprentices are supported by stipends of Rs. 6, 7, and 8 during their apprenticeship, and, on its satisfactory conclusion, they are given a grant of Rs. 25 to assist them in the purchase of tools, while a bonus of Rs. 100 is paid to the workshop authorities. Of the amount annually expended, Rs. 2,400 comes from the income of the Williamson Endowment, and the remainder from Provincial revenues. The number of apprentices now under training is 21.

D.—COMMERCIAL SCHOOLS.

196. The scheme which led to the opening of "B" classes in connection with Government high schools in Eastern Bengal, also produced what are known as "C" classes in some of those schools. These classes were intended to impart instruction in commercial subjects such as drafting, docketing, and *précis* writing. Two such classes were in existence during the past quinquennium, but they proved complete failures, and have now been closed. The reason is obvious, for, while the Matriculation course leads to the higher examinations of the University, and the "B" Final examination to the technical school and to employment as an overseer or surveyor, the "C" classes were the gate to no recognised institution and to no certain career. It

was not, therefore, likely that an Indian youth would sink his educational capital in acquiring qualifications for which he would have little or no use.

The place of the "C" classes has now been taken by six commercial schools. Three of these are in the city of Dacca, one is at Barisal, and the other two are at Chittagong. They teach shorthand, typewriting, and commercial arithmetic, and had, in all, 160 pupils in the year 1911-12. All these schools are unaided, but they appear to be more than self-supporting and are doing good work.

E.—SCHOOLS FOR THE STUDY OF ORIENTAL CLASSICS.

197. *Classification.*—Schools for the study of Oriental classics are divided into two classes, public and private. Under the first head come such *tols*, madrassas, and *maktabs* as conform to departmental standards, while all others are classed as private institutions. Those madrassas and *maktabs* which fall under the first head will be dealt with in Chapter X, and private institutions in Chapter XI. The following paragraphs will therefore be devoted to Sanskrit *tols* only.

Tols.

EASTERN BENGAL.

198. "*Tols*," it is said, "may be regarded as expressions of the more conservative instincts of the people, and as such should be regarded with respect." These institutions are maintained by Adhyapaks for the dissemination of Sanskrit learning. Their pupils are generally given free board and lodging, and have no tuition fees to pay. In old times *tols* were very popular, but Sanskrit learning in its traditional form has been found to be of little practical value in the stress of modern life, and their popularity is therefore on the wane. Few students now resort to *tols* except those that wish to learn the Hindu system of medicine or to take to priest-craft, and these time-honoured institutions are therefore falling into a state of decadence. If Sanskrit learning is to be promoted, antiquated methods must be abandoned and new and up-to-date lines of work must be adopted. The Adhyapaks can no longer be expected to work for the petty ceremonial gifts which they receive at weddings and *sradhs*.

Several branches of learning are taught in these *tols*, such as *Vykarana* (Grammar), *Kabya* (Literature), *Darshana* (Philosophy), *Smriti* (Laws), *Alankar* (Rhetoric), *Jyotish* (Astronomy), and *Puranas* (Ancient History); but, as a general rule, only one or two of these subjects are taken up in any one session. The Government examinations have had little or no effect on the method of instruction in *tols*, and the pupils are still required to learn everything by rote.

ASSAM.

199. The principles underlying the system of *tol* education in Assam are the same as those in Eastern Bengal; but there are some differences in points of detail. These have been pointed out by the Director in his Report for the year 1907-1908. He says:—"The syllabus of Sanskrit examinations in Eastern Bengal is higher than that in Assam. The *tols* in Eastern Bengal confine themselves to the teaching of special subjects, whereas in Assam they instruct the pupil in several subjects at the same time. The Title course, in which the career of students in Eastern Bengal culminates, is absent in the Assam system, and the Sanskrit examinations are conducted by the department, whereas in Eastern Bengal they were, till recently, conducted by the Principal of the Sanskrit College."

Sanskrit College and other Institutions.

200. The only regular organisation for the promotion of Sanskrit learning in Eastern Bengal is the *Saraswat Samaj*, which has its head-quarters at Dacca.

It distributes money in scholarships and prizes to the pupils of different *tols*, rewards their teachers and confers titles on the results of the examinations held annually under its auspices. An enhanced grant of Rs. 2,400 to this *Samaj* was given from Provincial revenues in the year 1911-12 to enable it to extend its activities, so that ultimately it might become the focus of Sanskrit education in the Province of Eastern Bengal and Assam. Apart from this sum, the *Samaj* had an income of Rs. 3,111 from subscriptions and endowments. In the last year of the previous quinquennium nothing was paid by Government to this *Samaj* owing to the existence of a rival which disputed the authority of the main organisation, but this rivalry has happily ceased to exist. Among other institutions may be mentioned the Sanskrit College at Rampur Boalia, the Kabindra College at Goila in the district of Bakarganj, and the Jagatpur Asram in the district of Chittagong. The existence of the first is due to Rani Hemanta Kumari Debi of Puthia, who has erected for it a very handsome building within the compound of the Arts College, and maintains three professors, one for Sanskrit Philosophy (*Nyaya Vedanta*), one for *Smriti* (Hindu Law), and the third for Sanskrit Literature (*Kabya*). The number on the rolls was 29 both in 1906-07 and 1911-12. The pupils compete at the First, Second, and Title examinations in Sanskrit prescribed by Government. Ten stipends of a monthly value of Rs. 4 are given to students reading in this College. The Kabindra College, though aided by Government, is chiefly supported by the House Physician to His Highness the Raja of Hill Tippera, Pandit Chandra Kumar Kabibhusan, whose son is the Principal and Secretary of the institution. It had 97| scholars on its rolls on the 31st of March last. Provision has lately been made for the teaching of English as an optional subject in this college as well as in that at Rampur Boalia. The Jagatpur Asram is a monastic establishment. It has attained considerable success in its examination results, especially among the girl candidates presented for examination.

STATISTICS.

201. There were in all 132 aided and 160 unaided *tols* in the province in the year 1911-1912, as compared with 94 and 162, respectively, in 1906-07. The number of pupils has risen from 3,702 to 4,739 and the expenditure from Rs. 36,570 to Rs. 40,397.

EXAMINATION RESULTS.

202. There are two grades of Government examinations in Sanskrit, the First and Second examinations, and the Title examination, all of which are conducted by the Principal of the Sanskrit College at Calcutta. There are also certain examinations held under the auspices of the *Saraswat Samaj*. The number of candidates who passed the First and Second examinations was 343 in 1906-1907 and 747 in 1911-12. 46 candidates passed the Title Examination in the former year and 100 in the latter.

GRANTS-IN-AID.

203. Grants-in-aid to *tols* are given from Provincial, District, and Municipal funds, and are governed, both in Eastern Bengal and in Assam, by the same rules as those for Madrassas. These will be detailed in a later chapter. The grants given are usually very small, and seldom exceed Rs 10. The Kabindra College at Goila receives a grant of Rs. 100 a month and the Jagatpur Asram of Rs. 50 a month from Provincial revenues, but these are exceptional cases.

STIPENDS AND SCHOLARSHIPS.

204. In the Dacca Division nine stipends of Rs. 2 per month, tenable for two years, were awarded in 1911-12 on the results of the First examination

in Sanskrit; and two stipends, one of Rs. 4 and one of Rs. 3, tenable for two years, on the results of the Second examination. In addition to these, four stipends of Rs. 8 a month, tenable for one year, were awarded to teachers in connection with the First examination, and three stipends, one of Rs. 12 and two of Rs. 10, tenable for one year, in connection with the Second examination. In the Chittagong Division 17 stipends of Rs. 2 a month, tenable for two years, were awarded to pupils on the results of the First examination and four stipends of Rs. 3 and one of Rs. 4 a month, tenable for two years, on the results of the Second examination. In the Rajshahi Division nine stipends of Rs. 3 and three of Rs. 2 a month were awarded to successful candidates on the results of the Departmental examination held in 1911, while one stipend of Rs. 12 a month was awarded to a teacher.

CHAPTER IX.

EDUCATION OF GIRLS.

Introductory.

205. The education of girls in this province has not advanced far, but indications are not wanting to show that it is gradually growing in popularity. The *purdah*, the system of child marriage, and the general indifference of parents to the education of their daughters still act as checks to progress, but that there has of recent years been a marked change in the attitude of both Hindus and Muhammadans to this question there can be no doubt. Parents are gradually awakening to the fact that the education of their daughters is as much a part of their duty as the education of their sons. They have realised, though dimly, that education need not make their girls more independent of their lawful guardians or less observant of established customs and domestic duties. And they have found by practical experience that, with the progress of boys' education, "the selection of a bride now-a-days depends no less upon her ability to read and write with tolerable ease, than upon her health and general appearance." Sentimental and material causes have, therefore, combined to dissipate the prejudices which have so long prevented them from sending their girls to school. Indeed so great has the improvement been in this respect, that the absence of an adequate supply of women teachers and the want of funds are now more potent obstacles to the advancement of education than the social customs and prejudices of the people.

The change in the attitude of the people and the liberal grants made by the Department are together responsible for an expansion which is one of the most remarkable features of the quinquennium and a very hopeful sign for the future. Schools for girls have sprung up throughout the province; the number of pupils has increased still more rapidly; the percentage of attendance has reached a figure never attained during the last 20 years; while the proportion of girls actually at school to those of school-going age has risen from 1·8 in 1901-02 and 3·1 in 1906-07 to 5·7 in 1911-12. The standard of education, however, still remains very low, for out of every hundred girls actually at school no more than ·9 in 1901-02, ·7 in 1906-07, and ·8 in 1911-12 had advanced beyond the primary stage. It cannot, perhaps, be otherwise in a country where girls are withdrawn from school and secluded from the rest of the world at the early age of 10 or 11 when their education has scarcely begun.

Female Education Committee.

206. The impetus which the education of girls and women has received during the quinquennium was due, in no small measure, to the efforts of a representative committee known as the Female Education Committee, which was constituted during the year 1908, and has since then been consulted by Government on all questions affecting the education of girls. In addition to the formulation of large projects for the expansion and reform of girls' schools of all grades, the attention of this committee during the past three years has been directed to the inspection of schools, the discussion and prescription of better methods of teaching, the improvement of individual institutions, and the encouragement of study among girls and women by the formation of ladies' committees and the introduction of zenana teaching.

Number of Schools.

207. The number of institutions for girls has increased from 2,625 to 4,730 in Eastern Bengal, from 182 to 250 in Assam, and from 2,807 to 4,980 in the province as a whole. Of this total 45 were managed by Government and

189 by District Boards, while 4,106 were aided and 640 unaided. The number of Government schools remained practically stationary in Assam, but increased by 29 in Eastern Bengal. The inclusion in this total of the model primary schools, which were returned in the last quinquennium as aided schools, the provincialisation of two secondary schools in the Dacca Division, the establishment of three secondary schools in the Chittagong Division, and the addition of a training class to the Eden Female School, account for the increase. In Eastern Bengal Board schools for girls are few, but in Assam the majority of the schools are of this class, the number being now 186, against 120 five years ago. Aided schools are most numerous in Eastern Bengal, where their number has risen from 2,260 to 4,072, while in Assam it is gradually declining. The number of unaided schools has increased in Eastern Bengal from 353 to 615, and in Assam from 10 to 25.

NUMBER OF PUPILS.

208. The number of girls and women who at the end of 1911-12 were receiving instruction in institutions of all kinds, including boys' schools, was 127,259 in Eastern Bengal and 17,878 in Assam. The numbers have steadily risen in both parts of the province during the past ten years, but the rate of progress has now been considerably accelerated, as may be seen from the fact that, while the addition during the previous quinquennium was 89·1 per cent. in Eastern Bengal and 10·1 in Assam, the figures for the period under review were 105·3 per cent. and 100·8 per cent., respectively.

RACE AND CREED OF THE PUPILS.

209. Progress has been distributed over all sections of the community. Among Europeans, Eurasians, and Native Christians there has been a rise from 1,294 in 1901-02 to 1,706 in 1906-07 and 2,243 in 1911-12. Among Hindus the increase has been from 17,888 to 33,841 and 53,404, and among Muhammadans from 5,564 to 16,468 and 56,683. Pupils of the first of these classes form but a small portion of the school population ; but, if they were excluded, secondary education might almost be said to be non-existent in the girls' schools of the province, for they are almost the only pupils that carry their education on to any stage higher than the primary. The sole exception is in the Brahmo Samaj community, which, by discarding the *purdah* and renouncing the custom of early marriage, has overcome the main difficulty in the way of female education.

The following table shows the distribution of the pupils in primary schools according to race or creed :—

Race or religion.	1901-1902.	1906-1907.	1911-1912.
Hindus	71·1	64·0	46·4
Muhammadans ...	22·9	32·5	51·1
Native Christians ...	4·5	2·3	1·7
Others	1·5	1·2	·8

The most striking fact which these figures prove is that, while the percentage of Hindus, Native Christians, and 'others' has steadily declined during the past ten years, that of Muhammadans has made a rapid advance. This result is due partly to the introduction, facilitated by special grants made through the District Boards, of a simple course of primary instruction into *maktabs* and *Koran* schools, and partly to a remarkable awakening among the Muhammadans of certain districts to the benefits of female education. The movement was most clearly marked in the district of Bogra, where members of this community form a larger proportion of the population than in any other part of the province. The following letter, quoted by the Director in his Report for the year 1907-1908, is of interest in this connection :—

"I have just inspected the local Muhammadan *pathsala*. It has two branches—a boys' branch started ten months ago, and a girls' branch started four months ago. So far, it is entirely supported by contributions of rice, which the villagers set aside day by day for the

pathsala. I saw 48 boys and 28 girls there this morning. One-half of the boys' father could not read nor write, and not a single one of the girls' mothers could do so. I am told that the same sort of thing can be seen in Muhammadan villages all over the Bogra district, and I saw the same thing myself last year in Mymensingh."

SPECIAL SCHOOLS.

210. At the end of 1911-12 there were 142 pupils reading in special schools. Of these, 37 were in training schools, 22 in the class attached to the Eden Female School at Dacca, and 15 in Assam. There were no such classes in 1906-1907. The number in medical schools shows an increase from five to six. The other schools included in this category are the commercial school at Dacca, a zenana industrial class in the same town, and the *tols* and *maktabs* throughout the province. The figures for the majority of these institutions are untrustworthy, but appear to show a decline in the number of pupils from 410 to 98.

SECONDARY SCHOOLS.

211. The number of secondary schools has increased from 13 to 22, of which four are high schools, five middle English schools, and 13 middle vernacular schools. The number of high schools has risen by one, owing to the raising to that status of the middle English school in Shillong. In the year 1906-1907 there were three middle English schools, all in Assam. During the last five years one such school has been established in the Chittagong Division, and two middle vernacular schools in the Dacca Division have been converted into middle English schools, while one unaided school in Assam has ceased to exist. The number of middle vernacular schools has declined by two in Eastern Bengal, but there is a rise of three in Assam.

RECOMMENDATIONS OF THE FEMALE EDUCATIONAL COMMITTEE.

212. The Female Education Committee recommended that there should be a good Government secondary school at the head-quarters of each district—either a middle vernacular school or an English school, and that mistresses only should be employed. They advised the appointment of local committees, representative of all sections of the community, as likely to be helpful in the management of secondary girls' schools, the functions of such committees being advisory.

Efforts have been made during the quinquennium to give effect to these recommendations.

HIGH SCHOOLS.

213. Of the four high schools in the province, one is unaided, one has always been under the management of Government, and the other two have been recently provincialised. The unaided school is the girls' school at Shillong. The three Government schools are the Eden Female School at Dacca, the Alexander Girls' School at Mymensingh, and Dr. Khastagir's Girls' School at Chittagong.

EDEN FEMALE SCHOOL.

214. The Eden Female School has been "improved out of all knowledge" during the past five years. It is under the management of a committee, five of whom are ladies, while the staff is now composed of 11 adequately paid and qualified women teachers. The equipment has been improved and new furniture has been purchased. The hostel has been removed from the upper storey of the school building to a separate house which accommodates

50 girls and 10 mistresses, and is under the supervision of a Lady Superintendent, subject to the general control of the Lady Principal. Unfortunately it is in one of the foulest streets of insanitary Dacca. It contains separate dining-rooms for the Hindu and Brahmo girls, and attempts have been made to secure the health, comfort, and discipline of the boarders as far as the surroundings permit. The removal of the hostel has more than doubled the accommodation available for the school itself, and the school building, together with the supplementary building recently added, now contains ample space for all the classes, as well as for a leisure-room and other conveniences. As a result of these reforms, the school has grown considerably in popularity. The enrolment has increased from 125 to 244 pupils, of whom 89 were above the primary stage; the average attendance from 82·7 to 141, and the direct expenditure from Rs. 9,940 to Rs. 34,110. The improvement in numbers is all the more satisfactory, because it is shared by all creeds alike. In the year 1906-1907 there were only 121 Hindu and four Muhammadan girls in the school, but the roll number is now composed of one Eurasian, one Parsi, eight Native Christians, 209 Hindus, and 25 Muhammadans.

The improvement was almost entirely due to the policy of "enlightened liberality," the recognition of the fact that competent women teachers could be had even in India if such salaries were offered as to attract the best teachers from all parts of it.

ALEXANDER GIRLS' SCHOOL.

215. Five years ago the Alexander Girls' School in Mymensingh was an aided school. It has now been provincialised and placed under the management of a committee, five of whom are ladies. The staff consists of ten teachers, of whom all but three are ladies. There is a hostel attached to the school, and under the supervision of a resident matron. The roll number has increased from 133 to 170, and the cost from Rs. 3,073 to Rs. 10,750. An interesting feature is that a number of girls belonging to some of the leading Muhammadan families in the district have begun to attend the school. "The general tone," remarks the Inspectress, "has greatly improved. Teachers and children appear more friendly, English is spoken more freely, and drill and games have been introduced daily throughout the school." Raja Jagat Kishore Acharji has promised a donation of Rs 50,000 towards the cost of a new building, and Government has accepted his munificent offer. When the new school-house is ready, the present building will be converted into a hostel. It is hoped that it will be possible to provide separate accommodation for Hindus, Muhammadans, Brahmos, and Christians.

DR. KHASTAGIR'S GIRLS' SCHOOL.

216. Dr. Khastagir's Girls' School is held in a large double-storied *pucca* building. It is staffed by seven teachers, five of whom are mistresses, while the other two soon will be. The staff is inferior to that of the other two Government schools, and the Inspectress remarks that "as there are many girls who would, had there been provision for such, have remained in the school to read for the Matriculation examination, I think the time has come when the school should be provided with a staff similar to that at Mymensingh." The school had on its rolls, at the end of 1911-1912, 103 pupils. With a good staff and a well-managed boarding-house—there is none at present—it would probably soon double its numbers.

MIDDLE ENGLISH SCHOOLS.

217. There are five middle English schools in the province, two of which are maintained and three aided by Government. The Government schools are the Faizunnessa Girls' School at Comilla and the girls' school at Sylhet. They are both staffed by lady teachers, and are managed by committees consisting

partly of ladies. Both schools have good buildings, and the number of pupils in the two schools is now 246. Two of the aided schools are in the Dacca Division and one in the Surma Valley. The first two are staffed mainly by mistresses, but their committees require to be remodelled, and one of them requires considerable additions to its buildings, a subject which is already under consideration. The third is a Welsh Mission School in Silchar. It has a good building, although the accommodation is insufficient, and is said to be doing excellent work. The staff, however, still consists mainly of male teachers, owing to the difficulty of finding competent mistresses.

MIDDLE VERNACULAR SCHOOLS.

218. Three of the middle vernacular schools in the province are under the management of Government, nine receive aid, and one is unaided. In the Dacca Division there are three schools, of which one is aided, while another has been brought under the control of the Department during the period under review. This school has four teachers, of whom three are ladies. The number on the roll in 1911-12 was 101, and would have been much larger had there been sufficient accommodation. The school building is unsatisfactory, but plans and estimates for the erection of a new one are already complete. The reconstitution of the committee has been taken in hand. In the Chittagong Division there is only one middle vernacular school, which was provincialised in the year 1910. It is held in a delightful *pucca* building, which is very well ventilated and decently furnished. The staff has been reorganised in accordance with the recommendations of the Female Education Committee, and now consists of a Head mistress, three mistresses, and a pandit. The committee, too has been remodelled in accordance with Government orders. In the Rajshahi Division there is a middle vernacular girls' school in every district. All but two of them, however, are held in buildings which are either otherwise unsuitable or too small, and none of them has been remodelled in accordance with the recommendations of the Female Education Committee. Male teachers still predominate, although a beginning has been made in the introduction of mistresses, while the committees require in almost every case to be reconstituted. In the Assam Valley Division there are six schools, every one of which is provided with a decent building, but extensions are needed in one or two cases. The staffs consist mainly of mistresses, but it has not been found possible to do away with male teachers altogether. The committees of all the schools have been reorganised, and each of them now contains some ladies. In the Surma Valley there are no middle vernacular schools.

PUPILS.

219. The number of pupils in secondary schools has increased from 978 in 1901-02 and 1,503 in 1906-07 to 2,480 in 1911-12. Of this total, 92 were in the high, 195 in the middle, 247 in the upper primary, and 1,946 in the lower primary stages, respectively. Progress was steady in all the stages. In the high stage the increase at the end of 1906-07 was 26, and at the end of the period under review 55; for the middle stage the figures were 21 and 120; for the upper primary 74 and 65, and for the lower primary stage 404 and 737. If the number of girls in the primary classes be excluded, the total number of girls reading in secondary classes proper was 65 in 1901-02, 112 in 1906-07, and 287 at the close of the period under review. This shows that, though the great majority of pupils in secondary schools are still in the primary stage, yet the number of those who pass on to the higher classes is steadily increasing. It is encouraging to find that the increase during the last ten years is more than keeping pace with that of the total number of girls under instruction, for the number in secondary classes has increased four-fold during that period, while the total shows a decidedly smaller increase in proportion. Primary education is the foundation on which secondary education must be built; and now that the former is expanding so

rapidly, the scope for secondary schools will be considerably widened. The next quinquennium will, as the Inspector of the Dacca Division observes, probably witness a demand for another high school for girls in the province. With regard to the small number of girls in the secondary classes, the following extract from the Inspectress's report is of interest:—

"The extraordinarily low number of girls in the upper classes is deplorable. I have been considering means of remedying this defect. Providing for the conveyance of the older girls to school, and staffing schools entirely with mistresses, are undoubtedly necessary. But even these devices are not sufficient. Judging from the fact that the only girls in the upper classes of the Alexander Girls' School are boarders, I believe the best means of keeping girls above a certain age at school will be to attach to the mistresses' quarters small hostels to contain 10 or 12 girls. This device would have the further benefit of bringing good influence to bear on the home life of the girls in the hostel at that period before marriage which is of such great importance. Such girls could receive training in domestic economy and hygiene, as no day-pupils can. The hostels should be run on the simplest possible lines, and would not, I think, be of prohibitive cost."

PRIMARY SCHOOLS.

220. With regard to primary education, little has been done beyond making surveys and formulating schemes on the basis of the recommendations of the Female Education Committee. These schemes are so numerous, and the cost involved is so great, that it has hitherto been impossible for the Local Government to provide the funds necessary to carry them into effect. The number of primary schools for girls has indeed increased from 1,417 in 1901-02 and 2,789 in 1906-07 to 4,956 in 1911-12, and that of their pupils from 24,158 and 51,180 to 110,817; the average strength has also risen from 17 and 18 to 22. Most of these schools, however, are still housed in miserable sheds and conducted by incompetent teachers, whose salaries seldom exceed Rs. 2 or Rs. 3 a month. The committee proposed that these salaries should be raised to a minimum of Rs. 5, and should be supplemented by capitation grants. The proposal will involve considerable expenditure; but, until it is carried out, primary education cannot be put on a satisfactory footing. Meanwhile considerable attention has been devoted to the schools in Dacca itself, where more adequate funds are available. Here trained teachers have been appointed, with the result that the number of pupils has nearly doubled, and some proficiency in reading, writing, arithmetic, and sewing has been attained.

Of the total number of schools now in existence, 35 are Government schools, 189 are managed by the Boards, 638 are unaided, and no less than 4,094 are aided. The Government schools are called Model Primary schools. Their number remained stationary in Assam, and the increase in Eastern Bengal was only 22, although the committee recommended the establishment of at least "ten of the improved type of primary schools in each district." The model schools have not been successful, and the Inspector of the Chittagong Division writes:—

"The so-called model schools are each staffed by a master (in two cases by mistresses) on a pay of Rs. 6, supplemented by an allowance of Rs. 7 a month for the attendance of the girls. A maid servant is entertained on Rs. 3 a month, and there is a grant of Rs. 28 a year for contingencies and prizes. The housing is generally poor, as also the equipment."

These schools are being gradually converted into "urban" schools in accordance with a scheme formulated by the committee. The scheme provides for the establishment of such schools throughout the province, and is now being carried into effect with the aid of the recent Imperial grant. In Assam a large majority of the girls' schools are managed by the Boards. Their number has risen from 120 to 186, and that of their pupils from 2,930 to 5,199. Half of the subdivisions in this portion of the province have been provided with schools decently housed and properly staffed. In Eastern Bengal, on the other hand, there are practically no Board schools for girls. The number of aided schools increased from 2,295 to 4,094, while that of their pupils has risen from 40,780 to 90,146, or by 121·0 per cent. This result is due in a large measure to the allotments made from Imperial funds, during the quinquennium under review, for the foundation of new primary girls' schools. Unaided schools show an increase during the same period from 351 to 614, and their pupils

now number 11,784, an increase of 110·7 per cent. This increase is remarkable, and furnishes, as the Inspector of the Dacca Division observes, "another proof that the people are waking up to a sense of their duty in respect of the education of their girls.

CO-EDUCATION.

221. The Female Education Committee recommended that, "in view of the large number of girls who study in boys' schools, and, considering that if masters of boys' schools were to take up generally the education of girls, more girls could be taught in this way than by any other system, masters of boys' schools should receive every encouragement to teach girls." With this object in view a sum was set aside during the quinquennium from the Imperial grant for expenditure in capitation allowances to teachers at rates varying from two to eight annas per pupil, and subject to a fixed maximum in each case. The immediate result has been an increase in the number of girls in boys' schools in Eastern Bengal from 14,903 to 23,896, or by 60·3 per cent., and in Assam from 4,540 to 10,373, or by 128·4 per cent. In Assam there can be no question that in the hill tracts mixed schools are popular, while in the plains there is no strong antipathy towards them. "Mixed schools," says the Inspector of the Surma Valley," are the rule in the Khasi Hills. Elsewhere the proportion of girls to boys in ordinary primary schools is of course very small, but it is increasing, and the smallness of the number appears to be due rather to apathy than to any definite objection to sending girls out to boys' schools to receive instruction from a pandit." Opinions, however, vary as to the utility of the system in Eastern Bengal. According to the Inspector of the Dacca Division, mixed schools are viewed with disfavour by the public. "That the great majority of the people, both Hindus and Muhammadans," he observes, "are in favour of the separation of the sexes at school cannot be doubted for a moment. The increase of girls in mixed schools from 6,082 in 1906-07 to 7,306 in 1911-12 is not, therefore, to be looked upon as an indication of the growing popularity of the co-education of boys and girls. It is rather an indication of the growing desire for educating girls, many of whom have to be sent to mixed schools in consequence of the want of a sufficient number of schools for them alone." The Inspector of the Chittagong Division finds it difficult to gauge exactly the feelings of the people towards co-education, as some see in it an easy solution of the problem of female education, while others look upon it with suspicion. The Inspector of the Rajshahi Division considers that mixed education in the primary stages does no violence to Indian feelings; but he adds that the absence of boys in girls' schools and of girls in boys' schools, except in the lower primary stage, shows that schools of a mixed kind, other than lower primary schools, are not likely to be popular. With this view the Inspectress of Schools is in full agreement. She would do away with co-education altogether, except among small children. As far as the plains of India are concerned she is undoubtedly right.

Co-education is not regarded as an unmixed blessing even in Europe; in America it is now being seriously arraigned at the bar of public opinion. In the East conditions are much less favourable to its success than they are in colder climates and more advanced communities.

CURRICULA.

222. During the first four years of the quinquennium the curriculum in girls' schools throughout the province was exactly the same as that for boys' schools, the only difference being that girls were allowed to choose certain special subjects in place of some of those prescribed for boys. Towards the end of the period under review, however, a new course of studies was prescribed for girls' schools, Vernacular and English. It was framed in accordance with the recommendations of the Female Education Committee, and lays considerable stress upon calisthenics, hygiene, sewing, and knitting. It is too early to express any opinion on the merits or demerits of the new course, but the

Inspector of the Dacca Division remarks that its success is problematical, depending, as its does, upon specially trained teachers, who are very scarce, and who are not likely to be available in large numbers in the near future. It is true that, to remedy this defect, a manual has been prepared to help the teachers, but much that has to be taught appears to be beyond the attainments of the average *guru*.

EXAMINATIONS.

223. With the expansion and reorganisation of the girls' schools, examination results show a considerable improvement. While in the year 1906-07 two girls passed the Entrance examination, three the Middle English, 13 the Middle Vernacular, 79 the Upper Primary, and 518 the Lower Primary, in 1911-12 the figures were 6, 18, 47, 186, and 1,243, respectively. Considering the number of candidates who competed, the recent results are by no means unsatisfactory.

SCHOLARSHIPS.

224. There are in this province six junior scholarships of the value of Rs. 20 per mensem and six senior scholarships of the value of Rs. 25 per mensem reserved for girl candidates. In Eastern Bengal no middle English, middle vernacular, or upper primary scholarships are reserved for girls, but stipends are given to mistresses undergoing a course of training, and occasionally scholarships are awarded to girls to enable them to continue their studies in one of the high schools in Eastern Bengal or in Calcutta. In Assam there are three special middle scholarships and five upper primary scholarships reserved for girls, and paid for from provincial revenues. Fifty lower primary scholarships have been created for competition among pupils of girls' schools throughout the province, while pupils of mixed schools are eligible to compete for the ordinary lower primary scholarships only.

During the last year of the quinquennium 114 scholarships of different kinds were held by girls in different parts of the province. Of these, 6 were junior, 12 middle, 23 upper primary, and 73 lower primary. Only seven of them were held by Muhammadans.

GRANTS-IN-AID.

225. In Eastern Bengal these grants are of the following kinds:—

(1) Grants-in-aid from Provincial revenues.
(2) Primary grants for schools in non-Board areas.
(3) Grants to model primary schools out of the Imperial allotment.
(4) Fixed stipends from district and municipal funds.
(5) Subsistence and other allowances from district funds.
(6) Capitation allowances for girls taught in mixed schools.

The principles on which grants-in-aid are made to girls' and to boys' schools, respectively, are in the main the same, but schools conducted by mistresses are, as a rule, more liberally aided than those conducted by masters. Grants to girls' schools are also calculated with regard to the expenditure necessary for contingencies, for servants, and for the conveyance of the pupils to school, while the realisation of fees is not compulsory. In Assam primary and middle girls' schools are assisted from local or municipal funds in general accordance with the grant-in-aid rules, but the grants are made on a more liberal scale, and the conditions as to subscriptions, buildings, and the number and qualifications of the teaching staff, are less strictly enforced. The capitation grant in the case of girls' schools is calculated in the manner prescribed for boys' schools; but the fixed salaries granted to mistresses are usually higher.

EXPENDITURE ON PRIMARY SCHOOLS

226. The total expenditure on primary schools increased during the quinquennium from Rs. 94,552 to Rs. 2,13,224, towards which Provincial revenues contributed Rs. 33,477, local and municipal funds Rs. 1,42,194, fees Rs. 5,388, and other sources Rs. 32,165. The expenditure from Provincial funds thus increased by Rs. 18,538, and that from local and municipal funds by Rs. 84,030, while the receipts from fees and other sources increased by Rs. 2,413 and Rs. 13,691, respectively. The large increase of expenditure from local and municipal funds was due to the increased allotments made to these bodies by Government for the expansion of primary education.

The average annual cost of maintaining a primary girls' school was Rs. 34·3 in 1911-12, against Rs. 28·3 in 1906-07, and of educating each pupil Re. 1·6, against Re. 1·5. Compared with boys' schools this figure is very low, apparently owing to the fact that many of the *gurus* are already in charge of boys' schools and so are ready to take the extra pupils for a very slightly increased remuneration. The average annual cost of maintaining a primary girls' school from public funds was Rs. 29·0 and from private funds Rs. 5·3: in 1906-1907 the figures were Rs. 22·7 and Rs 5·6. The average cost to public funds of educating each pupil in a public school was Re. 1·4 and to private funds Re. 0·4 in the former year, and Re. 1·5 and Re. 0·3 in the latter, respectively.

SECONDARY AND PRIMARY SCHOOLS.

227. The total expenditure on girls' schools, primary and secondary, was Rs. 2,92,541 in 1911-12, against Rs. 1,26,160 in 1906-1907, the increase being one of Rs. 1,66,381 or 131·8 per cent. Towards this increase Provincial revenues contributed Rs. 61,862, local and municipal funds Rs. 84,096, school fees Rs. 5,382, and other sources Rs. 15,041. The increase in the expenditure from public funds is noticeable, and was due to the reasons already indicated. 75·3 per cent. of the cost of maintaining girls' schools was paid from public funds in 1906-1907 and 82·4 per cent. in 1911-12, the general proportion for primary and secondary schools being 23·2 per cent. in the one year and 23·6 per cent. in the other. The explanation of this difference lies in the fact that only in girls' schools of the highest grade are any fees collected.

In the last Quinquennial Report the lamentably small percentage which the expenditure from public funds on female education bears to expenditure from those funds on education in general was noticed. At that time the expenditure from public funds upon female education was only 3·7 per cent. of the total expenditure, and the direct expenditure from that source was only 7·2 per cent. of the total direct expenditure on education. The corresponding figures are now 6 per cent. and 11·3 per cent., respectively. There has thus been some improvement, but the proportion is still unduly small and shows, as the Inspectress points out, "that we are only so far touching the fringe of the vast population of future mothers of Indian sons."

ZENANA EDUCATION.

228. In a country where parents are reluctant to keep their daughters at school after they have reached even a very tender age, there can be no doubt that zenana classes provide the most promising means for extending female education. It is, in fact, by these classes alone that the Department can reach the home life of the people. "They give," writes a missionary lady of experience, "an opportunity to the married and elderly people and to the widows of being able to read. They also create in the minds of the people, who have thus become familiar with education, a greater desire to educate their young daughters, so that this arrangement not only spreads education among the present generation, but also popularises it among them to the advantage of the younger generation."

ZENANA EDUCATION IN EASTERN BENGAL.

229. As a result of the efforts made by the Female Education Committee, the scheme for zenana teaching has made great progress in Eastern Bengal during the quinquennium under review.

In the Dacca Division, there are zenana classes in the town of Dacca, and at Gopalganj in the district of Faridpur. In Dacca one English and four vernacular governesses are now working. The English governess, who has been appointed very recently, teaches English and needlework. In addition to a grant of Rs. 50 from Government, she receives fees which amount to Rs. 5 a month for each house. So far not many pupils have joined, and it is said that they are deterred by the high fees; but the Inspectress of Schools writes:—"The scheme is becoming popular, and I hope that in a short time a great many more students will have joined." Of the vernacular mistresses, two are Muhammadans, one is a Christian, and the fourth is a member of the Brahmo Samaj. Each governess teaches at six centres. The two Muhammadan governesses work entirely among Muhammadans, the Brahmo governess teaches Hindu families, while the Christian governess has both Hindu and Muhammadan centres under her charge. The governesses visit each centre twice a week and spend two hours at each centre every visiting day. They teach reading, writing, arithmetic, and needlework, and at some of the centres drawing, painting, history, and geography. Three of them are in Government employ, and receive Rs. 50 as their salary and Rs. 30 as a conveyance allowance. The fourth governess works under the supervision of the Baptist Zenana Mission at Dacca, and for this class Government has sanctioned a monthly grant-in-aid of Rs. 76. A ladies' committee has been formed to direct and supervise the work of these governesses. The meetings of the committee are held at different places, and take the form of regular social functions. The governesses take a great interest in their work, and the classes have steadily improved. This is apparent from the fact that while there were 21 Hindu and 17 Muhammadan women under instruction in the year 1906-07, there were, in 1911-12, 126 of the former and 149 of the latter who had learnt to read, write, and keep accounts, and had acquired a good knowledge of needlework. These results must be regarded as satisfactory, and there can be no doubt that the classes have proved a great success in Dacca.

At Gopalganj the zenana classes are conducted by four mistresses, for whose support Government makes a grant of Rs. 60 a month. These mistresses visit five surrounding villages in boats, and give instruction at nine centres in reading, writing, arithmetic, and sewing. The pupils are recruited almost entirely from the agricultural classes, and their ages vary from 15 to 40. They numbered, at the end of 1911-12, 68, of whom 44 were Hindus, 16 Muhammadans, and 8 Christians.

In addition to these, there are in the Dacca Division industrial classes at Gopalganj and Dacca, and a Widows' Home at Orakandi in the district of Faridpur. In the industrial class at Gopalganj, which has existed for some time, poor women learn plain and fancy needlework and are taught to make tea-cloths. These are sold, and the proceeds are given to the workers. In the class at Dacca, which was opened only last year, instruction is given in lace-making. The class has been placed in charge of an experienced lady, and a number of women have already joined. The Widows' Home at Orakandi has recently been started by Miss Tuck, a missionary lady. The institution is an excellent one, but its buildings require extension. A sum of Rs. 2,000 has been given by Government towards this object, and proposals for the payment of a recurring grant are before the Department. There are 18 Hindu widows in the home, all of whom are trained in cooking, housekeeping, and needlework. In addition, an elementary education is given to those who are capable of receiving it, in the hope that, when sufficiently advanced, they will proceed to the Eden High School with a view to being trained as teachers. Miss Tuck has had to overcome most strenuous opposition and prejudice, but, in spite of the very greatest difficulties, her home has proved a success, and every year more and more widows apply for admittance. The value of such work cannot be over-estimated, and great praise is due to Miss Tuck and her able helpers for the excellent work which they have accomplished.

In the Chittagong Division there are zenana classes at Comilla, Chittagong, and Noakhali. At Comilla there is one governess, who draws Rs. 45 as her salary and Rs. 20 as a conveyance allowance. She teaches at six centres twice a week, and has 43 pupils, of whom 10 are Hindus and 33 Muhammadans. At Noakhali, owing to the death of the former governess, the classes were closed for some time, but they were opened again in March 1911. The scheme has not yet proved as successful as was expected owing, to a great extent, to the rigid conservatism of the inhabitants, and also to difficulties in obtaining governesses. Things have, however, worked smoothly for the past few months, and greater success is anticipated in the future. The number of pupils under instruction is 38, of whom 31 are Hindus and 7 Muhammadans. The governess draws a consolidated salary of Rs. 60 from Government. The number of centres is six, and the subjects taught are the same as at Dacca. At Chittagong the scheme is quite new, but seems likely to be a success. The governess is paid Rs. 40 a month as her salary and Rs. 20 as a conveyance allowance, and has under her charge 36 pupils, all of whom are Hindus. She too has six centres under her charge. In all these districts committees of ladies have been constituted to help the governesses in their work.

In the Rajshahi Division zenana classes have been started in Bogra and Jalpaiguri, under the control of a committee of ladies in each case. Bogra has two governesses, one on Rs. 50 and the other on Rs. 40. Both draw Rs. 20 per month as conveyance allowance. There are five centres at which 91 pupils are under instruction, of whom 47 are Hindus and 44 Muhammadans. At Jalpaiguri there is one governess. She teaches at five centres and has 48 pupils, of whom 43 are Hindus and 5 Muhammadans. She receives Rs. 40 as her salary and Rs. 20 as conveyance allowance, while a sum of Rs. 150 is set apart for her contingent expenditure. The work seems to be progressing well.

DANGER INHERENT IN ZENANA EDUCATION.

230. The success of the scheme would thus seem to be assured. There is however, a danger which is inherent in the system, namely, that, by encouraging the policy of seclusion, it may react unfavourably upon girls' schools of the ordinary type and affect their attendance. That the danger is real has been recognised by the ardent advocates of female education, and various measures have been suggested to obviate it. One Inspector, for example, would confine zenana instruction to grown-up women only. Miss Williamson, who is in charge of one zenana class at Dacca, thinks that it is the young women of the province who are the most eager and hopeful pupils. "My ideal of the classes under my supervision," she says, "is that in time they will consist mainly of girls who have passed out of schools and wish to continue their studies. It will be found that the training will make them better fitted to make good wives and mothers." The Female Education Committee was of the same opinion, and recommended that no girl under eleven should be admitted to the zenana classes. It has not, however, been found possible to give effect to this recommendation in every case.

FUTURE OF ZENANA EDUCATION.

231. With the progress of zenana education the question of improving it and making it more attractive has naturally come into prominence. In this connection the following note written by a missionary lady is of interest:—

"In order to introduce the scheme successfully, it is necessary, in some instances, to start some industries, such as handkerchief making, torchon pillow lace, crochet lace, drawn thread work, and the like, in the zenana classes. Simple education will not attract people in backward places to come forward, unless some industry is taught to them along with it. These industries will help poor widows to earn their living to some extent. Some prizes should also be given as a further encouragement to receive education. The curriculum of study and methods of work require careful consideration, and should meet the special needs of a locality. The present system of the visit of a zenana mistress to a centre only twice a week is too little, specially in backward places where there had been no education before. I

would propose that the most advanced pupil of each centre be given a stipend of Rs. 3 per month to help others for the remaining four days in the week. Zenana pupils should be allowed to appear for some departmental examination and compete for scholarships. It would be well to erect small huts at suitable and promising centres to serve as the meeting-place of the pupils and to form the nucleus of zenana schools."

The suggestion that some form of industrial education should be given in the zenana classes deserves consideration, but there are obvious difficulties in the way of conducting departmental examinations in zenanas, more particularly if Government scholarships are to depend on the results.

INDUSTRIAL EDUCATION IN ASSAM.

232. In Assam, where there are no zenana classes as yet, something has been done in the direction of industrial education. The Inspectress says:—

"In the Assam Valley Division weaving looms have been provided in four schools, Jorhat, Dibrugarh, the Victoria Girls' School, and the ModelGirls' School in the same town. Only in the Victoria Girls' School is the loom in use, however. In Nowgong Mr. Moore has established a number of looms under one roof, and 15 to 20 girls receive instruction at the same time. It is difficult to arrange for weaving lessons in addition to the ordinary school work, unless additional time be allotted for this subject. The industry is one, however, which should not be allowed to die out."

Besides these classes, in St. Mary's Convent at Shillong a training in laundry work, sewing, house work, and cooking is given to a limited number of girls.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

A.—EUROPEANS AND ANGLO-INDIANS.

INTRODUCTORY.

233. In the Code of Regulations for European Schools in India and Burma the term European signifies "any person of European descent, pure or mixed, who retains European habits and modes of life," and a European school, "a school in which the non-European element does not exceed 15 per cent." The number of European children in Eastern Bengal and Assam being only 1,242, and the four main centres of European education in the north-east of India, namely, Calcutta, Darjeeling, Kurseong, and Kalimpong, being all included in the province of Bengal, the scope of the European schools in Eastern Bengal and Assam is at present narrow, and expansion on a large scale is wholly impossible.

STATISTICS.

234. According to the census of 1911, the number of European and Anglo-Indian children under 15 years of age amounted in Assam to 429, and in Eastern Bengal to 813. They are, with few exceptions, the children of poor parents who can neither afford to give them education in Europe nor to send them to the Hill schools in the Himalayas. There are six European schools in the province, two in Shillong and the remainder in Eastern Bengal. In 1905 there were seven such schools, but two of these, the Saidpur Night School and the Railway School at Chittagong, were closed shortly afterwards. A boarding school for girls has recently been opened at Shillong by the Loreto Sisters, and obtained recognition just before the close of the quinquennium.

NEW CLASSIFICATION OF SCHOOLS.

235. In accordance with the revised classification of European schools introduced in the year 1910 all the schools in this province were in that year classed as elementary schools. St. Gregory's School at Dacca, though not yet formally recognised as such by the University of Cambridge, has this year been returned as a secondary institution, but the other schools returned as secondary during the previous quinquennium are now classed as elementary. The change of status is merely nominal and does not imply any real change in the standard of instruction given in the different schools.

NUMBER OF PUPILS.

236. The number of pupils in European schools showed a slight increase from 410 to 425, of whom 239 were boys and 186 girls. The total number of European children in all classes of schools is returned as having advanced from 464 to 574 or by 23·7 per cent.; but even if these figures were correct, less than half of the total number of European children of school-going age would now be attending school. It is, however, pretty clear that the figures are inaccurate, for while in the Chittagong Division no less than 137 Anglo-Indian pupils are reported to be reading in Indian schools, the number returned at the end of the last quinquennium was only 4; and, again, while the total Anglo-Indian population according to the latest census was only 609, the number of Anglo-Indian children was returned as 231. It seems evident that some of the Christians with European names have emphasised their claims to European descent "by returning themselves and their children as Anglo-Indians."

Of the total number of European children at school, 138 were in secondary schools and 431 in elementary or primary schools. The number reading in secondary schools shows a decrease during the last five years of 274, while in elementary schools there is an increase of 381; these variations are, however, mainly due to the change in the classification of the different schools. The number of pupils in special schools shows an increase from 2 to 5.

The Pine Mount School, Shillong.

237. The Pine Mount School is the only State school in the province. It is classed as elementary, and had on its roll at the end of the quinquennium 29 pupils, of whom 23 were boarders. The school has been thoroughly remodelled. The buildings have been reconstructed and enlarged at a cost of Rs. 17,000, and fresh furniture and equipment have been provided at a cost of Rs. 3,191. The teaching staff has also been substantially strengthened, and now consists of a headmistress, two trained mistresses, and a lady who teaches music. As a result of these improvements and of the large expenditure on board and maintenance, the total cost to Government, exclusive of sums spent by the Public Works Department on the upkeep and extension of the buildings, has increased from Rs. 3,296 to Rs. 12,699. Six pupils appeared successfully at the Trinity College Primary Examination in music, but the Inspector reports that the standard of attainment in ordinary subjects, apart from the Kindergarten classes, is not satisfactory. The indifferent progress is attributed to frequent changes in the staff and to the fact that the parents cannot be persuaded to keep their children at one school, but apparently prefer to send them to a different school every year. Steps have been taken to make the existence of the school and the facilities which it offers widely known throughout the province, and, now that it has been thoroughly reorganised, it is hoped that it will increase in size and popularity. The local management has been entrusted to a Committee, of which the Civil Surgeon is the President.

The Saidpur Day School.

238. The Saidpur Day School is an undenominational elementary school, and is under the control of the authorities of the Eastern Bengal State Railway. It is housed in a commodious building with rooms on the first floor for two of the teachers. The staff consists of a trained headmistress and two other mistresses, one of whom has passed the High School Examination. The average strength has fallen from 61 in 1906-07 to 42 in 1911-12, but is again showing a tendency to rise. The attendance, however, continues to be bad, a state of affairs which is attributed to the reluctance of the Railway authorities to impose fines for irregularity. The total cost, which amounted to Rs. 4,869 at the end of the last quinquennium, has declined to Rs. 3,273, of which Rs. 775 came from Government, Rs. 1,487 from fees, and Rs. 1,011 from the Railway grant and other private sources. Owing to the decrease in the numerical strength, the Government grant has fallen by Rs. 505 and the sum realised in private contributions by Rs. 1,157, while, apparently owing to a higher rate of levy, the fee-income shows an increase of Rs. 84. Three pupils were presented for the Elementary School Certificate Examination, of whom two were successful. Provision has yet to be made for the teaching of a vernacular, a subject which is now compulsory in the higher classes of elementary schools.

The Loreto Convent School, Shillong.

239. This school, which was opened at Shillong about three years ago, was recognised as an elementary school towards the end of the quinquennium, and was the only unaided school in the province. On the 31st of March 1912 it had on its rolls 47 pupils, of whom 29 were boarders. There were 10 girls in the middle stage and 3 boys and 9 girls in the upper primary classes, the remainder being in the lower primary stage. The staff consists of 3 Loreto Sisters and

3 secular mistresses, of whom one is a certificated pianist. The buildings are large and airy, and the school-rooms and dormitories well furnished and equipped. Special attention is paid to the physical training of the pupils and a sergeant is regularly employed to teach drill. Like St. Gregory's, this school aspires to be recognised as a secondary school, and is already preparing pupils for the Cambridge Local Examinations. The total cost of the school was Rs. 12,274, of which Rs. 4,461 was direct expenditure, while the balance includes a sum of Rs. 6,491 for board and maintenance.

St. Gregory's School, Dacca.

240. This is a mixed school only in name, for since the year 1907 the boys and girls have been entirely separated. It is hoped that in the near future the girls' department will be removed and become a separate elementary school. The school has not yet been formally recognised as a secondary school, but it has this year been classed as such owing to the presence of boys in classes VI and VII. It has seen at least four headmasters during the period under review, and is now under the management of Father Crowley, PH. D., who is assisted in the boys' department by four other members of the Order of the Holy Cross (of whom two are graduates) and by two secular teachers, one of whom has passed the Matriculation Examination and the other the First Examination in Arts. The girls' department was managed throughout the year by six sisters of the Order of Mary Immaculate, aided by four secular teachers of humble qualifications. The present Sisters, who have been associated with the school almost since its foundation, and who have by their unselfish and ungrudging work made the school what it is, are now about to be transferred to Nagpur, and their places will be taken by the Sisters who manage St. Scholastica's Convent at Chittagong. In the boys' department the staff is at present inadequate for a secondary school, and, although additional class-rooms and dormitories have been erected and equipped with Government help, the accommodation is still insufficient. When the convent building is available for the use of the school, the latter difficulty will disappear, and the Bishop hopes to be able to recruit two additional teachers to supplement the present staff, so that instruction may be given up to the standard required for the Junior Cambridge Certificate Examination. The numerical strength of the school declined from 122 in 1906-07 and 158 in 1910-11 to 118 in 1911-12, of which number 62 were boys and 56 girls. The decrease was due partly to a successful attempt, made in connection with the proposal to raise the status of the school, to weed out some of the older boys who were not likely to pass any examination, but mainly to the transfer of the Government offices from Dacca. The total expenditure increased from Rs. 10,143 to Rs. 13,725 and the direct expenditure from Rs. 3,838 to Rs. 5,007, but the cost per head varied but slightly. The commercial class has been dissolved, the three boys who were reading in that class being sent to a commercial school in Dacca to complete their course of instruction. A literary society and a singing class have been started, and the library, which has received considerable additions, is well patronized. The boys are said to take keenly to games, such as football and tennis, and regular physical exercise has been made compulsory. The school has a cadet corps attached to the Eastern Bengal Volunteer Rifles. Its strength increased from 12 to 28 during the period under review, while 21 cadets were classed as "extra efficient." The Inspector of European Schools was in 1909 given a commission and placed in charge of the cadets.

St. Placid's School, Chittagong.

241. This is an elementary school for boys. The staff consists of three teachers only and is therefore below the minimum required in the Code of 1910. The number on the rolls has risen from 54 to 76, and the number of boarders from 11 to 17. The total expenditure has increased from Rs. 3,340 to Rs. 4,899, and the direct expenditure from Rs. 1,644 to Rs. 3,210. The increase

is due to the fact that the full cost of maintaining the members of the Religious Order who work in the school is now classed as direct expenditure. Nine cadets were efficient in the year 1911-12; and of these seven were "extra-efficient." The pupils in this school claim to be of Portuguese stock, but few children of the European or better class Anglo-Indian population of Chittagong are sent either to this school or to St. Scholastica's.

St. Scholastica's School, Chittagong.

242. This is an elementary school, intended mainly for girls, and is under the management of the Sisters of Nôtre Dame Des Missions. It continues to do much useful work among the daughters of a very backward class of Anglo-Indians. There are 8 teachers, all belonging to the Order, of whom three are trained. The number of pupils has decreased from 148 to 113, partly owing to lack of funds, but chiefly because of the transfer to St. Placid's of the small boys formerly taught in the infant sections. There are 60 boarders, of whom 50 pay no fees. The direct expenditure has increased from Rs. 2,929 to Rs. 4,142, and the indirect from Rs. 6,969 to Rs. 11,943. The increase under the latter head is due to the larger expenditure on buildings and furniture as well as on board and maintenance. A work-room has been constructed and some additional furniture purchased, so that a supplementary domestic class for the older girls may be opened and the school be recognised as a higher elementary school; a grant of Rs. 4,000 has also been made by Government towards the extension of the hostel. Two girls were sent up last year for the Elementary School Certificate Examination, and one of them was successful. These two girls have now both joined the supplementary class. Great attention is paid in this school to sewing, and last year a profit of over Rs. 3,000 was realised from the sale of needlework.

SUMMARY.

243. The majority, then, of the European schools in the province are small, and confine their teaching to the elementary standards. There is no high school, but St. Gregory's School at Dacca is recognised by the Calcutta University and permitted to present candidates for the Matriculation Examination. Such recognition is a doubtful boon, for the staff have now to train boys in each class for two different courses, the one leading to the Matriculation and the other to the Middle Examination of European schools. The difficulty would disappear if the Calcutta University were to recognise the Cambridge Senior School Certificate as equivalent to a certificate of having passed the University Matriculation Examination.

St. ANDREW'S HOMES, KALIMPONG.

244. The large number of children from this province who are being brought up at these homes justifies a further reference to them in this report. Dr. Graham's system and its success are too well-known to require a detailed description, and it will be sufficient to mention that during the quinquennium under review a cottage for children from Eastern Bengal and Assam was opened at Kalimpong at a total cost of Rs. 17,415. Towards the erection of this cottage the Government of Eastern Bengal and Assam contributed Rs. 4,000 and the Government of Bengal Rs. 5,000, while the balance was raised by subscriptions. There are at present 32 boys from Eastern Bengal and Assam in the Cottage, ranging in age from 6 to 16, under the care of a "mother," an "assistant mother," and a lady teacher. Dr. Graham reports that up to September 24, 1911, he has received altogether 168 children from the Province of Eastern Bengal and Assam, of whom 128 are still in residence. In 1910-11 subscriptions to the extent of Rs. 8,323 were collected within the limits of the province for the support of these homes.

GRANTS-IN-AID.

245. There has been no change in the system of making grants to European schools during the quinquennium. The system of fixed recurring grants has nowhere been adopted, and the form in which aid is most commonly given is the capitation grant calculated on attendance and classification. Grants for furniture, equipment, and building, have been made as occasion required, but full effect has not yet been given to the provisions of the new Code in the matter of boarding grants for orphan and indigent children. Enquiry showed that the finances of some of the schools were not in such a position as to necessitate the large grant of Rs. 8 per mensem for each child admissible under article 40 of the new Code, and a grant of Rs. 20 per head per annum has therefore been given instead. The following extract from the Inspector's report for the year 1908 is of interest:—

"A conference was held on July 20, 1907, at the staff-quarters, Dacca, attended by the Director of Public Instruction, the Bishop of Dacca, and the Inspector of European Schools, at which it was decided to set apart a considerable portion of the increased boarding grant that will be earned by the three Catholic schools, under the revised European Code of 1905, for the purpose of ultimately erecting two hill schools, one for boys and the other for girls. The money thus put by will be allowed to accumulate at interest in the Bank of Bengal, and after the lapse of some years the erection of a technical school for boys in some healthy spot in the hills will be taken in hand. To this school it is proposed to draft orphan boys from St. Gregory's and St. Placid's as well as other boys from both schools, who have no chance of passing the Middle or Entrance Examination. Subsequently the erection of a girls' school will be taken in hand. In the present year it is calculated that some Rs. 8,000 approximately will be set on one side as a first instalment of the proposed fund."

The scheme, however, was not sanctioned by Government and was abandoned. But assurances were given to the Bishop that any scheme, which he might subsequently put forward for the establishment of one or more hill schools, would receive generous assistance from Government. Notwithstanding this restriction, the total grants from Provincial funds have risen from Rs. 15,375 in the year 1906-07 to Rs. 22,570 in the year 1911-12.

EXAMINATIONS.

246. According to the new Code an examination, known as the Elementary School Certificate Examination, is to be held for the purpose of testing the attainments of the pupils of recognised elementary schools at the close of their school career, and the Cambridge University Senior and Junior Certificate Examinations are to be the school final examinations for pupils leaving schools after the higher secondary and secondary stages, respectively. In 1911 five candidates, three from the Saidpur School and two from St. Scholastica's, were allowed to appear at the Elementary Certificate Examination; three passed, but none obtained honours. All the students in the highest class of an elementary school will in future be required to present themselves for this examination. Till the close of the current year, English, Arithmetic, History, and Geography will be compulsory subjects; in future whatever subjects are sanctioned for tuition at the time of the recognition of the school, with one or two exceptions, will be compulsory.

As no school has yet been recognised as secondary, no pupils have been presented for the Cambridge Certificate Examinations. The Department does not recognise the ordinary Cambridge Local Examinations; but, as the rule forbidding schools to present candidates for these examinations will not, in the interests of those students who have not studied a second language, be enforced till the year 1914, one boy was allowed to appear from St. Gregory's for the Senior Examination. He, however, failed to pass.

No school can finally be recognised as secondary, unless it is capable of teaching up to the Senior School Final Standard; but, as a temporary concession, the Cambridge authorities have agreed to recognise as secondary certain schools which at present can prepare candidates for the Junior School Certificate Examination only. This concession will probably be extended to St. Gregory's and possibly also to the Loreto Convent School at Shillong.

SCHOLARSHIPS AND STIPENDS.

247. Four primary scholarships of Rs. 12 per mensem, tenable for three years, and two middle scholarships of Rs. 15 per mensem, tenable for two years and renewable under certain circumstances for a further three years, have been sanctioned. The scholarships have, however, been very seldom utilised owing to the dearth of candidates and the backwardness of such candidates as have come forward. A few special scholarships are, however, annually awarded at the Pine Mount School for the children of parents with limited means and in many cases the fees payable by such children are reduced. There are no scholarships of higher grades reserved for Europeans, and the Inspector of European Schools is of opinion that one Entrance scholarship should be annually awarded to such candidates.

ARRANGEMENTS FOR TRAINING TEACHERS.

248. There are no institutions for the training of European teachers in this province, but a training class for male teachers has recently been opened at Sanawar in the Punjab. Enquiries were made as to whether the Managers of any of the schools would like to send their teachers to this class for training, but the replies were all in the negative. In the matter of training female teachers an example has been set by the deputation of the second mistress of the Pine Mount School to the Kurseong Training School, and it is hoped that private schools will imitate this example.

EXPENDITURE.

249. The total expenditure, both direct and indirect, on account of European schools increased during the quinquennium from Rs. 47,521 to Rs. 74,269, and the Government contribution from Rs. 15,375 to Rs. 22,570. The direct expenditure increased from Rs. 17,341 to Rs. 27,633, of which Rs. 13,691 was met from Provincial revenues, Rs. 300 from Municipal funds, Rs. 10,135 from fees, and the remainder from private sources. The Government subsidy thus increased by Rs. 4,666 and the fee-income by Rs. 7,127, but the contributions from private sources fell by Rs. 150. The increase from Rs. 30,180 to Rs. 46,636 under the head of indirect charges is mainly due to the increased expenditure on board and maintenance and on furniture. The increased expenditure on boarding charges again is due partly to the establishment of the Loreto Convent Boarding School and partly to the fact that in the year 1906-07 there was practically no expenditure on board in connection with the Pine Mount School. The Government grant of Rs. 3,191 to the Pine Mount School for the purchase of furniture and an expenditure at St. Scholastica's of Rs. 1,310 are chiefly responsible for the increase under this head in the year 1911-12.

The average annual cost to Government of educating each pupil increased from Rs. 21·94 to Rs. 33·7, and the cost to private funds, including fees, increased at the same time from Rs. 18·86 to Rs. 32·9. The total cost per pupil increased therefore from Rs. 40·8 to Rs. 66·6.

GENERAL CONCLUSION.

250. For the reasons given in the first paragraph of this chapter, European education is not capable of very large expansion in this province. Of the seven schools with which the new province started two have already ceased to exist; and although a new school has been established at Shillong, tentative efforts made to open others in suitable centres have ended in absolute failure. The average attendance of the pupils has declined from 85·4 to 80·2 per cent., and, although the number of pupils has increased, the rate of increase continues to be exceedingly slow. Collegiate education in colleges for Indians still appears to have no attractions for Europeans, and the results of the departmental examinations show little or no improvement.

A good deal has, however, been done during the past five years to place the existing schools on a sounder basis and to increase the facilities for European education. A new and promising hill school has been started by the Loreto Sisters at Shillong, the State school in the same place has been completely remodelled, and the suggestion made in the last Quinquennial Report, that a school should be started at Haflong, has been taken up by the Sisters of Nôtre Dame Des Missions now working in St. Scholastica's School at Chittagong. If this scheme be carried into effect, Assam will shortly be provided with three schools, a number amply sufficient not only to satisfy the educational needs of its own European and Anglo-Indian population, but also to provide to some extent for the needs of the Chittagong Division. The outlook in Eastern Bengal is not so promising, the materials that have to be dealt with, the climatic conditions, and the temptation to parents to send their children to the well-known schools in the Himalayas must always affect the success of European schools in that portion of the province. In spite of this there has been some advance in efficiency, and it is to be hoped that the effect of the larger grants, which have been made by Government during the quinquennium towards expenditure of all kinds, will be seen more clearly in future years.

B.—MUHAMMADAN EDUCATION.

INTRODUCTORY.

251. One of the most satisfactory features of the quinquennium is the movement which has arisen among the Muhammadans for education on modern lines. The increase in the number of Muhammadans under instruction, coupled with the gradual decline in the proportionate number of pupils reading in schools of the old Muhammadan type, is a sure sign that the prejudice against modern education which has hitherto done so much to retard the progress of the community is at last dying out. This result is due in a large measure to the endeavours which have been made by the Department to see that Muhammadan schools are placed on an equal footing with others in the attention which they receive and in the distribution of educational funds.

TOTAL NUMBER OF PUPILS.

252. Tables 124 and 127 show that the number of Muhammadan pupils has increased during the last decade from 331,900 in 1901-02 and 425,840 in 1906-07 to 575,667 in 1911-12 and its proportion to the number of pupils of all creeds from 48 9 and 52·2 to 53·5 per cent. The rate of increase during the five years has been as high as 35·1 per cent., but even now the proportion of Muhammadan pupils has not reached the figure of 58·5 per cent., which is the proportion that the Muhammadan community forms of the total population of the province. An interesting fact which the returns reveal is that the increase in the number of pupils has been much more marked in public than in private institutions, and that over 92 per cent. of the Muhammadans under instruction are now attending schools of the former class.

CLASSIFICATION OF PUPILS.

253. The intellectual progress of a community must, however, be judged not only by the total number of pupils at school, but also to some extent by the number of those who have reached the higher stages of instruction. Judged from this point of view, the progress of the Muhammadan community is still far from satisfactory. It may be seen from table 128 that only in primary schools does the percentage of Muhammadan pupils (55·3 per cent.) approach the proportion which their community bears to the whole population of the province. As we go higher up the scale, the proportion grows less and less. In secondary schools the number of pupils rose from 31,632 to 68,329, and the proportion from 27·5 to 36·6 per cent. In Arts Colleges the number of Muhammadans increased from 71, or 5·9 per cent., to 360, or 12 per cent. In

Professional Colleges the number increased from 7 to 21, and the percentage from 5·6 to 12·5. The rate of increase during the quinquennium has certainly been large, but these figures show that in the matter of higher education the Muhammadan community has still considerable leeway to make up.

EXAMINATION RESULTS.

254. Examination results are more hopeful. It is true that in the year 1911-12 no Muhammadan took the degree of Master of Arts or Bachelor of Law, but in every other examination the number of successful Muhammadan candidates has increased. In the B.A. Examination their number has risen from 1 to 14 and the percentage from 2·4 to 11·4. In the Intermediate Examination there has been a similar rise in number from 12 to 73 and in percentage from 4·3 to 11·3. In the Matriculation Examination, while there were in 1906-1907 only 95 successful Muhammadan candidates, or 8·4 per cent. of the total, in 1911-12 the figure was 296, or 15·1 per cent. In the lower stages the figures are no less satisfactory. Whereas, at the close of the previous quinquennium, only 26 per cent. of the candidates who obtained leaving certificates in the middle stage and 33·6 and 42·4 per cent. of those who passed the Upper Primary and Lower Primary examinations, respectively, were Muhammadans, the figures have now risen to 33·6, 40·1, and 48·7 per cent. Were other proofs wanting, these statistics alone would be sufficient to indicate the growing desire of the Muhammadans to educate their children on modern lines.

MUHAMMADAN SCHOOLS.

255. The majority of the Muhammadan pupils under public instruction are taught in the ordinary State and aided schools, but there are also a number of institutions specially designed to meet the needs of the Muhammadan community. These may be divided into five classes—

I.—Madrassas containing nine or ten classes and affiliated to the Calcutta Madrassa.

II.—Smaller Madrassas, which do not send up pupils to the Central Madrassa Examinations, but serve as feeders to the larger Madrassas.

III.—Middle Madrassas. This class of schools was started as an experimental measure in the Dacca Division, on the recommendation of the Conference on Muhammadan Education held at Barisal on the 19th of December 1905, and subsequently extended to other divisions.

IV.—The so-called Madrassas, which differ but slightly from *maktabs*.

V.—Koran schools, where the sole instruction given is in the recitation of the Koran.

Some of these again conform to Departmental standards, while others do not. The former will be dealt with in this, and the latter in the following chapter:—

MADRASSAS.

256. Madrassas are intended for the higher education of Muhammadans in their classical languages. The number of these institutions remained practically stationary during the quinquennium, but the number of pupils increased from 10,431 to 12,923. This increase was shared by both parts of the province. Of the 161 institutions now in existence three are maintained by Government, 113 aided, and 45 unaided. The number of unaided Madrassas shows a decrease of 18, evidently because some of them have accepted grants-in-aid from the Department and are now shown as aided. The total expenditure, which amounted to Rs. 1,27,302 at the end of the quinquennium, has increased by 197·1 per cent. since 1901-02 and by 57·0 per cent. since 1906-07.

There are eight senior Madrassas in Eastern Bengal, of which two, the Dacca Madrassa and the Chittagong Madrassa, are Government institutions. Of the others, the Ahsania Madrassa at Dacca is unaided, while the Hamadia Madrassa at Dacca and the four Madrassas at Serajganj, Noakhali, Comilla, and Sitakund are all aided by Government.

Organisation.

257. A full senior Madrassa consists of ten classes, of which the four highest classes represent the College department and the six lower classes the school department. The College classes are affiliated to the Central Board of Madrassa Examinations, and send up candidates for the examinations held by that Board. The examination of the pupils in the school department is conducted by the Madrassa authorities themselves. The courses of study prescribed by the department consist of Arabic and Persian Literature with Grammar, Philosophy, Theology, Logic, Muhammadan Law, Arithmetic, and Geometry. English has also been prescribed as a subject of study in Madrassas: it is usually optional in the senior, and compulsory in the junior department. The education given in these Madrassas is still far from satisfactory. "The senior Madrassas," observes the Inspector of the Chittagong Division, "are being more or less conducted on the old lines. The arrangements in them for secular instruction are scanty. Nothing more can be done unless the course in Arabic, which is overloaded, is lightened. The method of instruction again is defective, and the Maulvis turned out from the Madrassas cannot prosper in any vocation of life they may happen to pursue. The average student is lacking in that mental training which is essential for success in the hard struggle of life. What is essentially necessary is a change in the system of instruction and a careful distribution of subjects without overloading the course. There can be no doubt whatever that these Madrassas are antiquated institutions which have failed to keep pace with the requirements of modern times, and that they need to be entirely remodelled if they are to serve any useful purpose." This fact is recognised by Muhammadans themselves, and, with the co-operation of the leaders of that community, a committee of officials and non-officials interested in Muhammadan education was appointed during the quinquennium to consider the question of the reorganisation of Madrassas and other institutions specially intended for Muhammadan education. The report of this committee is now under the consideration of Government, and will, if accepted, lead to a revision of the Madrassa curriculum on more modern lines.

Of the senior Madrassas, the most important are the Government institutions at Dacca and Chittagong.

The Dacca Madrassa was established in the year 1874, and is maintained by contributions from the Mohsin Endowment Fund, supplemented by liberal grants from Government. It consists of two departments, the Arabic and the Anglo-Persian. The Anglo-Persian Department teaches up to the Matriculation standard, while the Arabic Department provides instruction in the higher branches of Arabic learning and prepares students for the Central Examination. Attached to the Arabic Department are special classes for giving instruction in English as a second language. The Madrassa is under the immediate control of a Superintendent, and has a Visiting Committee with the Commissioner of the Dacca Division as its President. The Anglo-Persian Department has a Managing Committee presided over by the District Magistrate. The Arabic department is under the control of a Head Maulvi, assisted by nine other Maulvis, and the Anglo-Persian Department has a Headmaster and 12 assistant masters, five of whom are graduates, besides a Drawing Master. There is also a drill instructor whose services are shared by the two departments. The number on the rolls in the Arabic Department increased during the quiquennium from 320 to 377, and in the Anglo-Persian Department from 265 to 337. The two departments are in separate buildings in the same compound, but the accommodation in the Anglo-Persian Department is at present inadequate. Administrative approval to certain additions has been granted, but the work has not yet been taken in hand. There are two hostels

attached to the Madrassa, each under the immediate supervision of a resident teacher. One of these, the Dufferin Moslem Hostel, provides accommodation for 80 boarders and has tutorial arrangements, while the other, which is largely a charitable institution, has accommodation for 35. Proposals are under consideration for the extension of this hostel so that accommodation may be provided for a further number of paying students. The total expenditure in 1911-12 was Rs. 32,369, of which Rs. 7,556 was met from fees and the rest from the Mohsin Fund and the Government grant. The general examination results were satisfactory. In the Arabic Department 68 per cent. of the candidates passed, and in the Anglo-Persian Department 14 out of 20 candidates were successful in the Entrance Examination. There are six scholarships of the value of Rs. 8, Rs. 6, and Rs. 4, respectively, reserved for the Arabic Department, and twelve of the value of Rs. 5, Rs. 4, respectively, and Rs. 3 attached to the Anglo-Persian Department.

The Chittagong Madrassa is similarly constituted. It was established in the same year, 1874, and is maintained by Government mainly out of the Mohsin Fund. Attached to the Arabic Department there is a branch Madrassa consisting of *maktab* classes, and of a class intermediate between the highest class of a *maktab* and the lowest class of the junior section of the Madrassa. The branch Madrassa is maintained from a fund called the Miryahya Endowment Fund, of which the Commissioner of the Chittagong Division is the administrator. It serves the purpose of a feeder to the Arabic Department, and is very popular. The Arabic Department is situated on a fine site known as the Madrassa Hill, while the Anglo-Persian Department has for want of space been moved to the "Old Collectorate," and still requires further room for expansion. Both departments show an increase in enrolment, the Arabic Department from 289 in 1906-07 to 417 in 1911-12, and the Anglo-Persian Department from 166 to 343. The Superintendent also reports that during the past two years a number of applicants for admission have had to be turned away for lack of accommodation. The staff in the Arabic Department consists of a Superintendent, three Maulvis, and three other teachers, while in the Anglo-Persian Department there are 13 teachers, of whom three are graduates and one a Bachelor of Teaching. The staff in both cases requires strengthening. Arrangements have been made for teaching English in the Arabic Department, and the desire for learning English in addition to the oriental subjects is said to be growing keener. The hostel is situated on the Madrassa Hill and is under the supervision of two resident Superintendents. There are separate libraries attached to the two departments, and each contains a good collection of books. Adequate attention is paid to physical training, and games are popular, particularly in the Anglo-Persian Department. The total cost of maintaining the institution was Rs. 22,210, of which Rs. 6,560 came from fee-receipts and the rest from Provincial revenues and the Mohsin Fund. The examination results have of recent years been remarkably good. In the Arabic Department 85 per cent. of the candidates passed, and in the Anglo-Persian Department 7 out of 16 candidates were successful at the last Matriculation Examination. There were formerly eight scholarships of the value of Rs. 5, Rs. 4, and Rs. 3, respectively, reserved for the Arabic Department, but these have now been thrown open to competition among the four senior Madrassas in the division. Two stipends of Rs. 2 each, tenable for one year, are awarded in the same department for special proficiency in English, while free studentships to the extent of 10 per cent. are granted to poor and deserving students. In the Anglo-Persian Department there are eight scholarships, four of the value of Rs. 3 and four of Rs. 2, and free studentships may be granted up to a limit of 13 per cent. of the school population.

The other senior Madrassas are organised more or less on the same lines as the Government Madrassas, except that they have no Anglo-Persian Departments, and that their staff, equipment, and buildings generally leave much to be desired.

Smaller Madrassas in Eastern Bengal.

258. Of the smaller Madrassas, there are 133 with 8,685 pupils. Of these, only the Rajshahi Madrassa is maintained by Government. It ranks as a

junior Madrassa, and had on the 31st of March 1912, 93 pupils on its rolls. The total cost was Rs. 4,556, of which Rs. 483 was met from fees and the rest from the Mohsin Fund. The staff, which consists of three Maulvis, one Pandit, and one teacher of English, is under the general supervision of the Principal of the Rajshahi College. Two scholarships of the value of Rs. 6 are awarded to students passing the Junior examination from this institution, to enable them to continue their studies in one of the Government senior Madrassas. The Madrassa has no hostel of its own, but thirty places in the Fuller Boarding-house attached to the Rajshahi College have been reserved for students from the Madrassa.

The other small Madrassas aim at teaching the curriculum followed in the lower classes of the Government Madrassas; but in the Dacca and Rajshahi Divisions the course of studies varies greatly from one institution to another. In some the pupils scarcely go beyond the elementary stage; in others they work up to the standard of the highest class in the school department of a senior Madrassa. The number of the latter is, however, small, and in the majority the highest class corresponds to the third class of the junior department of the Dacca Madrassa. Many of them have vernacular departments attached, corresponding to upper primary and lower primary schools, and by this means earn grants-in-aid from district funds. A survey of these Madrassas was undertaken during the last two years of the quinquennium, in order to ascertain their condition, and to determine how far they were capable of introducing the curriculum for junior Madrassas framed by the Madrassa Reform Committee. The results were far from encouraging. With a few exceptions, it was found that they would be quite unfit for such teaching, even if they were to receive large grants to enable them to add to their staffs. "A better state of things," observes one Inspector, "cannot be expected from these institutions, which are nearly all insufficiently staffed and badly taught. If these schools are to be brought up to a useful standard, it is urgently necessary that measures should be adopted to improve the quality of instruction in them, *e.g.*, inspection by officers who know Arabic and Persian and liberal grants to qualified teachers. As at present conducted, the nature of the instruction imparted in these institutions does not equip the students for their struggle in life. The pupils, after passing some years in these institutions, generally become village Mianjis, only a few now and then joining a higher Madrassa for more advanced studies." In the Chittagong Division, however, Madrassas of this class appear to have met with some measure of success. The Inspector points out that, as a result of a general survey made in 1909-1910, it was found that 26 of these institutions were fit to be recognised by the Department, and remarks:—"These were comparatively better organised institutions, which had adopted more or less successfully the secular course of the middle English school. Many of them are already in the receipt of small grants from the District Boards. They are very popular institutions, and are liberally supported by the Muhammadan public. With proper subventions from public funds, they can be made very useful and efficient institutions for the spread of secular education among the Muhammadans. There are as many as 6,000 students reading in junior Madrassas, public and private. A great advance in Muhammadan education would be effected if some means could be devised by which these students might be gradually drawn off to secular, preferably to English institutions. The introduction of the middle English course in all aided junior Madrassas, the institution of an examination at the conclusion of the junior course similar to the Middle Scholarship Examination, the creation of a few scholarships for successful candidates tenable at high schools, and the introduction of religious instruction in high and middle English schools, chiefly or exclusively attended by Muhammadan pupils, will greatly help in the achievement of this object." The question of the organisation of these Madrassas, and of the introduction of a final examination, is under consideration with the Madrassa reform scheme.

There are no senior Madrassas in Assam like those at Dacca and Chittagong, nor do any of the Madrassas in Assam aim at presenting pupils for the Central Madrassa Examination. Departmental tests, called the first and second examinations, are held in order to test the proficiency of the pupils in Arabic and Persian, and stipends and scholarships are awarded on the results of

these examinations. The syllabus for the examination is generally that prescribed for the fifth or the seventh class of the Calcutta Madrassa. There are also Lower Primary departments attached to the Madrassas, and for these the management earn grants in the same way as ordinary lower primary schools, except that there is no limit to the amount of the capitation grant earned. There are, in all, 38 of these Madrassas in Assam with 2,665 pupils, but their organisation leaves much to be desired. Madrassa education is capable of further development in the Surma Valley, especially in Sylhet where the percentage of Muhammadans to the total population is large, and it has yet to be considered whether the Madrassas in this valley cannot be brought into line with the senior Madrassas in Eastern Bengal.

Middle Madrassas in Eastern Bengal and Assam.

259. The scheme for the establishment of middle Madrassas, which was first introduced at the close of the year 1905, has made considerable progress. The main object of the scheme was to offer, in purely Muhammadan areas, object lessons to show how readily modern secondary education could be combined with the old learning. Middle Madrassas are in fact nothing but middle English schools, with the exception that Urdu is taught in standards I to V and a little Arabic or Persian in standard VI, and that in the majority there is a separate Arabic Department in which instruction is supposed to be given up to the standard of the highest class in a junior Madrassa. There is a tendency for these schools to approximate more and more closely to ordinary middle schools, and to lose their characteristics as Madrassas. "These institutions," observes the Inspector of the Dacca Division, "are often hardly distinguishable from ordinary middle English schools, save in being specially intended for Muhammadans and for the presence of a Maulvi on the staff to teach Urdu and Persian. The so-called Arabic Department, which exists in 20 out of the 32 institutions now reported, is more often than not tenanted by pupils who have never passed through the Lower Vernacular Department of the institution. In short, the principle of bifurcation, which was at first the key-note of the scheme, is now little regarded, and the Middle English Department and the Arabic Department are being run separately." There can, however, be no doubt that these institutions, whether they do or do not conform to the original scheme, have done more than any class of schools to help forward the cause of Muhammadan education. "The very name of Madrassa," it has been truly said, "was a talisman powerful enough to overcome the prejudices of bigoted parents, who would not have dreamt of sending their children to similar institutions without any such appellation."

It was in the Dacca Division that middle Madrassas first received official recognition, and it is in this division that they are most popular. The number of pupils in them has increased from 1,885 to 4,607, and some of the Madrassas are doing excellent work. The Adiabad Madrassa, which is situated in the north-east corner of the Dacca district, has done so well that it has been allowed to add a separate 7th class, with a view to the subsequent formation of a high school to satisfy the needs of the locality, and another, situated at Jazira in Faridpur, is reported to have brought education to the stronghold of the *Ferazis*, a sect of Muhammadans who, until five years ago, were certainly more backward than any other section of the Muhammadan community. And how spontaneous has been the growth of these Madrassas may be judged from the fact that, although the total cost of maintenance has increased from Rs. 10,017 to Rs. 45,078, only Rs. 9,121 was met from public funds, while the rest was contributed from private sources. The result is that aided middle Madrassas are now better housed, better staffed, and more adequately equipped than the ordinary middle English schools.

The progress in the Rajshahi Division has been equally encouraging. The scheme was introduced into that division only in the year 1908-09, and there are already nine middle Madrassas with 1,395 students, including 508 who are studying the Arabic course. The cost of these Madrassas amounted to Rs. 12,047 in the year 1911-12, and of this sum only Rs. 240 came from Provincial revenues.

In Assam and in the Chittagong Division, on the other hand, the movement has not met with much success. The aided Madrassa at Goalpara is the only institution in Assam which can be called a Middle Madrassa. It is not, however, a Madrassa of the true type, but only, as the Inspector of the Assam Valley remarks, a cheap middle English school. In the Chittagong Division nine institutions were returned as middle Madrassas in the year 1908-09, although they were said to be conducted on lines somewhat different from those of the Madrassas in the Dacca Division. These have all disappeared. The Inspector says that the bifurcation in the course of studies in the middle Madrassas is the cause of their unpopularity. What is wanted is a combination of religious and secular education, while the middle Madrassa tends to accentuate rather than to abridge the difference between the two.

Primary Maktabs.

260. These schools owe their origin to the recommendations of the Education Commission of 1883, in accordance with which many Koran schools and other indigenous institutions adopted the secular course of studies taught in primary schools, with a view to earn grants from public funds. They teach the ordinary lower primary course with the addition of the Koran and lessons on the ritual of Islam taken from some simple Urdu Reader. This curriculum is admittedly unsatisfactory and was one of the subjects discussed by the Madrassa Reform Committee. The committee prepared a revised curriculum based on the lower primary course, and adapted as far as possible to the special requirements of Muhammadan children. Bengali being the vernacular in general use among the Muhammadans of Eastern Bengal, Urdu was added as a separate subject. Great stress was laid on the adoption of readers specially framed for the use of Muhammadans: and a *maktab* primer, two readers, and a *maktab* manual have already been prepared and prescribed.

Grants were placed during the quinquennium at the disposal of the District Boards in Eastern Bengal to enable them to aid such *maktabs* as were prepared to teach the lower primary course and these grants are largely responsible for the formation of a number of semi-secular *maktabs*. The number of such schools increased from 1,299 to 1,584, and that of their pupils from 40,188 to 54,703 during the period under review. "These institutions," says the Inspector of the Chittagong Division, "have proved popular on account of the combination of religious and secular instruction in their course." The Inspector of the Dacca Division, however, regards with suspicion the claims of some of these secularised *maktabs* to rank as lower primary schools. He writes:—

> The only thing to be feared is that inspecting officers are recognising schools as lower primary *maktabs* without insisting on the proper standard of instruction being maintained, and it will be well to impose in future the tests mentioned at the end of my monograph on *maktab* education in the last quinquennial report, or, more simply, to refuse to recognise any lower primary *maktab* that has not ten pupils in the two upper classes.

Madrassa Reform Scheme.

261. Enough has already been writen to indicate that the Madrassas of the province are still in a large measure antiquated institutions which have been left untouched by the requirements of modern life. The instruction which they impart is more religious than secular, and is ill-fitted to equip a young man for the battle of life. And, while there is a strong feeling that some reform should be introduced, the traditional prejudices of the community itself stand in the way. To quote from the last quinquennial report, "on the one hand there is the veneration, fostered by long custom and sanctioned by religion, for an old-world system of school and collegiate education. The characteristics of this system, the trustful enthusiasm with which it inspires its votaries, instinctively carry the mind back to the traditions of the mediæval Universities. The sight presented by the higher class Madrassas is profoundly striking, and, in a way, pathetic. The students, with their intensely earnest faces and

their treasured volumes, wrapped in their studies, blind to so much of the realities of modern life, startle us like a picture of the past intruded into every-day surroundings. On the other hand, there is the sub-conscious but growing idea that studies of greater utility must be introduced." The problem presented by these two opposing elements is one of great difficulty, and such as can only be solved by Muhammadans themselves. Mention has been made above of the Muhammadan Education Committee. The committee formulated a series of recommendations, which cover the whole range of Muhammadan education from the village *maktab* to the post-graduate studies of passed students from the senior Madrassa. These recommendations involve a complete change of system, the prescription of a more modern and practical curriculum in Arabic, and a reorganisation of the Madrassas with a view to converting them from institutions mainly concerned with the traditional Arabic subjects into practical schools, which, while giving instruction in the subjects taught in modern schools, will retain Arabic as an important part of their course.

These proposals, if carried into effect, will have a far-reaching effect on the constitution of the Madrassas, and will completely change their traditional character. No action, however, has yet been taken on them, and the whole question is still under the consideration of Government.

MEASURES FOR THE SPECIAL ENCOURAGEMENT OF MUHAMMADAN EDUCATION.

262. Of these, the following are the most important:—

(1) the introduction of Urdu teaching in selected Primary schools;
(2) the provision of liberal grants-in-aid;
(3) the reservation of special scholarships and free-studentships;
(4) the provision of extended hostel accomodation; and
(5) the appointment of a larger proportion of Muhammadans to the educational services.

Teaching of Urdu in Lower Primary Schools.

263. The teaching of Urdu as an optional subject in lower primary schools was introduced for the first time as an experimental measure in the year 1907-1908. Grants for such teaching are confined to schools possessing Maulvis capable of teaching the subject and to areas which possess a Muhammadan inspecting officer. The experiment aims at enabling those Muhammadans who do not wish their children to learn English to give them instead some acquaintance with a language the knowledge of which is not only a social accomplishment but also the easiest gate to much of their religious literature. Grants for Urdu teaching are given in the form of capitation allowances, and the subject is intended to supplement, but in no way to supersede, the teaching of Bengali. The scheme has not evoked much enthusiasm either in Eastern Bengal or in Assam, though in the former part of the province it appears to have met with some success, and the Director, in his report for 1908-1909, remarks:—"It can be fairly said that the enormous increase in the number of Muhammadans reading in primary schools is partly due to the aid thus given for the encouragement of Urdu." In Assam Urdu-teaching was introduced into the Surma Valley in 1909, but it has not as yet done much to add to the number of Muhammadan pupils. "But," says the Inspector, "in the course of my tours of inspection through Silchar, Sunamganj, and Habiganj, I have been often requested by the Muhammadan villagers to allow Urdu to be taught in their schools. This indicates that though the scheme has failed to serve as an inducement to Muhammadans to send their children to school, it is valued by the Muhammadan population. Possibly it has indirectly influenced the steady influx of Muhammadan boys to schools, and, as such, its sudden abandonment may check progress."

Grants-in-aid.

264. In Eastern Bengal grants to senior Madrassas are paid from Provincial revenues and from the Mohsin Fund. Middle Madrassas are aided, as a rule, only from Provincial revenues, although some of them also receive aid from District Board funds. The smaller Madrassas and *maktabs*, when they adopt the departmental standards in the teaching of secular subjects, are given grants by the Boards, in addition to the capitation allowance for the teaching of Urdu, referred to in the last paragraph. The scale of grants to middle Madrassas is very liberal, and ranges from Rs. 20 to Rs. 70, but *maktabs* and smaller Madrassas are treated as ordinary primary schools, and no special favour is shown to them. The Madrassa Reform Committee proposed that fixed stipends should be granted to these institutions on the following scale:—

	Rs.
For *maktabs* containing only class I	Nil.
Ditto ditto classes I and II ...	2
Ditto ditto classes I to III	3
Ditto ditto all four classes	4

The matter is under the consideration of Government.

In Assam all grants-in-aid are charged to Provincial revenues, but special grants may, with the sanction of the Local Government, be given by Municipalities to schools within their area. Under the special rules enumerated in the last quinquennial review, *maktabs* in this part of the province may receive either stipends and scholarships for oriental learning or salary and capitation grants for secular instruction. The grants permissible under these rules are liberal.

Scholarships.

265. The award of special scholarships and the provision of free education for poor students have for a long time been included in the Government programme for the encouragement of Muhammadan education. Ever since the recommendations of the Education Commission of 1882-83 were promulgated, a certain number of scholarships of every grade have been reserved for Muhammadans. The number of such scholarships was, however, small, and at no period fully complied with the recommendations of the Commission. The scholarship rules were, therefore, revised during the quinquennium under review, and the number of reserved scholarships was largely increased. Government has now set aside 31 upper primary scholarships, 23 middle vernacular scholarships, 19 middle English scholarships, 24 junior scholarships and 15 senior scholarships for Muhammadans, in addition to 1 Post-graduate scholarship and 5 Engineering and 3 Law scholarships. District Boards have also been persuaded to reserve for Muhammadans a number of primary scholarships. There are, besides, four junior and three senior scholarships provided from the Mohsin Fund.

Free Studentships.

266. While additional scholarships have thus been created for Muhammadans, the rules relating to free studentships have also been revised in their favour. The number of free studentships tenable in high, middle, and upper primary schools has been raised to 13 per cent. of the roll number, and it has been decided that they should be held in the proportion of eight to five by Muhammadans and Hindus, respectively. A number of half-free studentships has also been provided in schools and colleges out of the proceeds of the Mohsin Fund. In the Surma Valley these half-free studentships have been converted as an experimental measure into scholarships for the benefit of meritorious boys in straitened circumstances, and opinions have been invited as to the desirability of a similar change in Eastern Bengal. With regard to this question, the Inspector of the Dacca Division writes:—"It has been ruled that no pupil should get any grant from this fund exceeding half the fees of the class which he attends; but when one recollects that there is already liberal provision

for free studentships at the rate of 8 per cent. of the school population for these pupils, one can only conclude that the system of Mohsin grants is a radically wrong one, tending, as it does, to pauperise all Muhammadan students, often without the least discrimination between good or bad, rich or poor, for in many cases all the Muhammadan boys in a school automatically have their fees reduced whether they need it or not. It has been suggested (and in this I agree) that a better system would be to reduce the amount given to individual schools, and to utilise the savings by the institution of boarding scholarships to help deserving Muhammadans to live in hostels located near good high schools in which they can study."

The whole system of half-free studentships is unsound and should be abandoned entirely.

Provision of Hostels.

267. In the resolution on the last quinquennial report, the Local Government observed :—"The question of hostel accommodation is of urgent importance. The great majority of Muhammadans live in the villages, and they experience great difficulty in finding homes for their boys who attend school in the towns. Suitable accommodation amidst desirable surroundings is expensive or not available, and parents are naturally reluctant to send their boys away to live in conditions which may be harmful to them. Many, it is believed, are prevented from educating their sons by these obstacles. The remedy lies in providing adequate hostel accommodation for Muhammadan boys in connection with the schools." Special efforts have been made during the quinquennium to effect an improvement in this direction, with the result that every college and nearly every Government high school has now a Muhammadan hostel. Private schools have been encouraged to follow suit. It is satisfactory to note a readiness among the Muhammadans themselves to provide funds for the establishment of hostels in towns where there are large aided schools. The Department has not been slow in fostering these efforts by liberal grants of land or money, and Muhammadan hostels have thus sprung up in Kishoreganj, Netrokona, Jamalpur, Bhola, Comilla, Brahmanberia, Dinajpur, Rangpur, Rampur-Boalia, and other important centres. While the majority of these are doing useful work, special mention should perhaps be made of the Muhammadan hostels at Comilla and Dinajpur, of which the former cost Rs. 41,000 to build and the latter Rs. 22,700. Towards the cost of the former Government contributed Rs. 34,000, and for the latter Rs. 16,000. There are now 82 hostels in the province for Muhammadan students, and others are being added.

Employment of Muhammadans.

268. The employment of a due proportion of Muhammadan officers in the Education Department has always been regarded as one of the best means of advancing the cause of Muhammadan education. It has been laid down by Government that the number of Muhammadan Sub-Inspectors of Schools in every district should be in proportion to the Muhammadan population, and that a fixed proportion of the teachers in Government high schools should be Muhammadans. It is not, however, easy to secure the services of Muhammadans qualified to hold high posts in the Education Department. It is mainly upon Mussulman inspecting officers that the growth of Muhammadan education must depend; but the number of these officers has advanced only from 97 to 114. In the Dacca Division, they form 44·4 per cent. of the total number, in the Rajshahi Division 43·2 per cent., in the Chittagong Division 43·6 per cent., and in the two divisions of Assam only 19·5 per cent. of the total. It is evident that more Muhammadans are required as inspecting officers, but the comparatively poor prospects which the educational services now offer deter qualified men from joining the Department. The number of Muhammadan teachers, especially in primary schools, is however considerable, and the returns show that the total number in institutions of all kinds has risen from 9,654 to 14,656. This increase has been shared by all the divisions in the province.

C.—EDUCATION OF HILL TRIBES AND ALLIED RACES.

INTRODUCTORY.

269. The arrangements for the education of hill tribes vary in different localities. In the Lushai, and in the Khasi and Jaintia Hills almost all the schools are managed by missionaries, while in the Chittagong Hill Tracts they are all under Government control. In the Garo Hills, again, Government schools have been started in addition to the Mission schools, while in the Naga Hills Mission schools have only been started where the number of Government schools is inadequate. In dealing with these backward peoples the Department works hand in hand with the missionary, and each supplements, where necessary, the work of the other. But, generally speaking, Christian teachers have been the pioneers.

The schools, whether controlled by Government or by the missionaries, are all conducted more or less on the same lines. The medium of instruction is generally the hill dialect, at any rate in the lower classes. Thus in the Chittagong Hill Tracts Burmese primers are used, while a number of text-books in Khasi, Garo, Angami, and other dialects have been written by missionaries for use in the other hill districts. In some places it has been found expedient to use Bengali or Assamese as the medium of instruction in the higher classes of schools, in order to facilitate commercial relations between the hill people and their neighbours. The curricula in the different schools are based on those in force in schools in the plains, modifications being made when necessary to suit the needs of the locality, and English being often taught from an earlier stage. The teaching of English is, however, neither particularly efficient nor likely to be of much value to the pupils. Departmental Inspecting officers have been appointed in districts where the number of schools justifies such a step, but, where schools are few, their inspection is left in the hands of the District and Subdivisional Officers, and the award of scholarships is entrusted to the missionaries, who are also in some cases Honorary Inspectors.

PROGRESS.

Khasi and Jaintia Hills.

270. For all practical purposes of educational administration the Khasi and Jaintia Hills are taken together. They are served by a single high school at Shillong, which has now 167 pupils, against 192 in 1906-07, but is scarcely a Khasi school at all, so largely does the Bengali element predominate. It is suggested that the Mission Middle English School should be amalgamated with the High School so that the school might with more justice be regarded as one for hill boys. The members of the Welsh Presbyterian Mission manage the middle and primary schools in this area. There are five middle schools which form the centres of the primary school system. The number of pupils attending them has declined from 725 in 1906-07 to 678 in 1911-12. In primary education, however, there has been a great advance, the number of schools having increased from 347 to 428 and that of their pupils from 6,615 to 9,304. There is a training class for Khasi teachers of English in the Shillong High School, and there is a training school for Khasi primary teachers at Jaiaw, near Shillong. The grant to the Mission is assessed partly on a capitation basis and amounted to Rs. 9,176 in the last year of the quinquennium. In view of the increase in the number of schools, a third Sub-Inspector has been posted to this area. A beginning has also been made in the direction of providing technical education for the Khasis by the establishment of the Fuller Industrial School at Shillong. It contains 14 pupils who draw stipends at the rate of Rs. 5 a month each. Khasi craftsmen are employed as teachers, and carpentry and blacksmithy are at present the only subjects taught. The school promises to be successful.

Garo Hills.

271 In the Garo Hills the schools are managed partly by Government and partly by the American Baptist Mission. The Mission has now a middle English school at Tura, 3 upper primary, and 107 lower primary schools, a total of 111 schools, against 77 in 1906-07. The middle English school has several American teachers and is in a very prosperous condition. It has two sections, one for Garos and the other for Bengalis, both of which have grown too large for the teaching capacity of the existing staffs. The grant received by the Mission was till lately calculated on a capitation basis, but has now been commuted into a lump sum, which amounted during the last year of the period under review to Rs. 2,760. Government maintains 40 lower primary schools and one training school for village teachers in this area. The number of these schools has increased by 21, and their attendance from 356 to 1,104. The *guru*-training school is superintended by a Christian Khasi, but has been no more successful than other schools of its kind.

Naga Hills.

272. In the Naga Hills most of the schools are maintained by Government, but there are some which are under the management of the American Baptist Mission. All the schools are primary except that at Kohima, which is a middle English school. The Deputy Commissioner of the Naga Hills writes that at the close of the previous quinquennium education in these hills reached a point to which it has not since attained. After referring to the stimulus given by Sir Bamfylde Fuller to education, he continues:—

"The high pressure could not be maintained, and the Nagas as a rule failed to appreciate the advantages of education, so that year by year the number of primary schools and scholars dwindled, until from 32 schools with 787 pupils on the rolls on the 31st of March 1907, the number has fallen to 22 schools with 327 pupils on the 31st of March 1912."

The Deputy Commissioner attributes this decline in part at least to the educational system. All authorities are agreed that the Naga is of a very practical turn of mind, and if it could be clearly shown to him that education is of practical use, it is probable that he would appreciate it. At present the curriculum appears to be overloaded. The children in the Angami Naga schools begin by learning to read and write Angami: they then proceed to struggle with English: and of late the study of Assamese has been added. As the demand for English-speaking Nagas is but small, the question of excluding English from the curriculum, so that the pupils might have more time to learn Assamese, which they require for their commercial transactions with people from the plains, appears to deserve consideration.

An Industrial School, called the "Fuller Technical School," has been opened for the training of the Angami Nagas in carpentry and blacksmithy. The Nagas show considerable aptitude for manual work.

Lushai Hills.

273. In the Lushai Hills the Welsh Presbyterian and English Baptist Missions maintain practically all the schools. Aijal is the head-quarters of the one and Fort Lungleh of the other. Their policy has been to concentrate their work at these two centres, and the system appears to have proved very successful. The aim of the Superintendent of these hills has been to educate through the agency of the missions a number of Lushais sufficient to fill the Government posts available, and to have the sons of the chiefs trained to read and write by means of a system of scholarships. There is not much scope for primary education in the villages in these hills; the number of such schools has, however, risen from 16 to 29, and that of their pupils from 225 to 726. The last figure also roughly represents the average monthly attendance, but the number on the rolls at one time during the year 1911-12 reached 1,300. The amount spent directly by the Missions rose from Rs. 316 to Rs. 2,078, and the amount spent

directly by Government through the Missions from Rs. 2,270 to Rs. 3,370. These figures do not include the cost of scholarships. With regard to the primary school system which prevails in the Lushai Hills, the following observations made by the Superintendent in 1908 09 are of interest:—

"I think that some of the village schools in the Aijal subdivision show improvement. There is no abatement in the appreciation of education in the Aijal subdivision. As regards Lungleh, Mr. Savidge, the Honorary Inspector of Schools, writes as follows:—'There is still a desire among many of the children to be educated, but so many are prevented by their parents. The latter proffer the excuse that they need their children to help in their cultivation and other work and to help them at home. Persuasion is almost useless, and, unless the parents are compelled to send their children, there is not much likelihood of getting attendance at the village schools. The best results obtain at the Mission Boarding School where pupils are away from the influence of their parents. Any means that could be adopted to increase the number of pupils in the boarding school would be a considerable advantage.' With the concluding remarks I entirely agree, but, as regards village schools, the conditions in the two subdivisions seem to vary considerably; the obstruction in the Aijal subdivision which originally existed is giving way, and the village schools are for the most part numerously, if somewhat spasmodically, attended."

The Superintendent has recently formulated a series of proposals for the improvement of the schools in his district, which have been accepted by Government. Their main objects are to improve the standard of education; to centralise instruction, since village schools offer little hope of success; and to encourage selected boys to aim at local employment, so that the Lushais may themselves occupy the Government posts within their own area.

North Cachar Hills.

274. The Local Board of Silchar used to maintain two primary schools in the North Cachar Hills, in addition to an upper primary school at Haflong and a lower primary school in the interior which were managed by the Welsh Calvinistic Mission. It was, however, decided to follow the system prevailing in other hill tracts of entrusting the entire work of education to the missionaries, and the two Local Board schools were therefore transferred to the control of the Mission, the total annual subsidy for the four schools being fixed at Rs. 1,740. There were 45 pupils in the Haflong Upper Primary School in 1911-12, against 32 in 1906-07.

The Mikirs.

275. Very little has been done for education in these hills, except at Nowgong and Golaghat, but there are 12 Mikir schools in the hills, which are attended by 355 boys. These schools are managed by missionaries who receive Rs. 1,500 per annum for the work. There are also 16 Local Board schools in the Nowgong section of the hills in which 481 boys are taught. instruction is given both in Mikir and in Assamese. "There is," says the Inspector, "urgent need of a supply of trained pandits; and I have suggested Golaghat (where, in the station and under Mission supervision, there is a Mikir school) as a possible centre of training. Mikir has been reduced to writing and this language (with, possibly, Assamese later) should alone be taught."

Darrang.

276. There are in the Darrang district a certain number of schools for Kacharis which are managed by Missionaries, but they are not very prosperous.

Manipur.

277. No information has been given by the Inspector regarding the progress of education in this State. There is, however, a middle English school, called the Johnston Middle English School, at Manipur, as well as a number of other schools.

Chittagong Hill Tracts.

278. There is a high school at Rangamati for pupils from the hill tribes. Its strength increased during the quinquennium from 106 to 161, of which number 69 were hill boys, and the remaining 92 children of parents domiciled in the hill tracts. The hill boys are, as a rule, taught free of charge, and a considerable number of them are also provided with free board and lodging. The accommodation both in the school and in the attached hostel is insufficient. These difficulties will, however, disappear when the new school building, which is now in course of construction, is completed, for, when the school moves into its new premises, the present school building will be used as an additional hostel. During the year 1911-12 five boys from this school, of whom one was a hill boy, passed the Matriculation Examination. The total expenditure in 1911-12 amounted to Rs. 8,225, against Rs. 6,443 in 1906-07. Provincial revenues contributed Rs. 6,906 and Rs. 5,224, respectively, in the two years.

In the year 1906-07 there were two middle English schools and one middle vernacular school in these hill tracts and the total number of their pupils was 97. The two middle English schools have now ceased to exist, and the middle vernacular school, the management of which has been taken over by Government, has thus become the only middle school in the district. The pupils of this school, who now number 39, pay no fees. There is a hostel attached to it in which 11 hill boys are given free board and lodging. The total expenditure amounted, during the last year of the quinquennium, to Rs. 1,414, and was met entirely from Provincial revenues.

The number of primary schools in this area has remained stationary at 95 for the past five years, while the number of pupils has risen from 1,515 to 1,647. All these are free Government schools. The total cost amounted in 1911-12 to Rs. 13,185, of which Rs. 11,544 was met from Provincial revenues and Rs. 1,641 from private sources.

Jalpaiguri.

279. There are two schools for Bhutias, one for boys and the other for girls, at Chunabhati in the Alipur Duars. There were 25 boys and 12 girls in these schools at the end of the year 1911-12. The monthly expenditure on the boys' school is Rs. 16, of which Rs. 6 is paid from the Estates Improvement Fund and Rs. 10 from the District Fund. Instruction in Buddhist rites is given by a Lama, and in secular subjects by the Government Interpreter. The girls' school is maintained by missionaries with the aid of a stipend of Rs. 5 a month paid from the Estates Improvement Fund. There are 15 schools for Meches and other aboriginal tribes in the Duars, of which three are maintained by missionaries. There are 564 pupils in these schools.

Mymensingh.

280. There is no high school in the district of Mymensingh reserved for pupils of hill tribes, but the number of aboriginal pupils reading in the high schools in that district has increased from 1 to 13 during the quinquennium. One Garo was this year sent up for the Matriculation Examination from the Mymensingh Zilla School, but he failed to pass. There are no hill tracts actually included in the Dacca Division, and the few members of the hill tribes who live at the base of the Garo Hills are so backward that even primary education possesses little attraction for them. There are, however, two middle schools now attended by a fair number of these pupils, mainly the Birisiri Garo Mission Middle English School, which has 46 aboriginal pupils, and the Tengarapara Middle Madrassa, which has 33. In 1907, there were only 7 such pupils in middle English schools in the Dacca Division. Twenty-six boys, too, are reported to be now reading in middle vernacular schools, against 7 five years ago, so that the progress, so far as the number of pupils attending high and middle schools is concerned, is noticeable. The number of pupils in primary schools, on the other hand, increased only from 948 to 1,072, in spite of the fact that, in addition to the two Board Model Primary Schools and two

Model Lower Primary Schools already established, the District Board started, during the quinquennium, seven lower primary schools in localities where there were comparatively a large number of hill men. "Hitherto," observes the Inspector of the Dacca Division, "owing to their inaccessibility, these schools have only been perfunctorily looked after by inspecting officers, and little improvement has been made except through the agency of the Birisiri Australian Mission (which has recently, perhaps somewhat prematurely, started a hostel for Garos in Mymensingh town, at which 3 reside), and the Muhammadan Secretary of the Tengarapara School. More progress would probably be made if it could be arranged that the Deputy Inspector of the Garo Hills should periodically inspect the schools in the immediate vicinity of his *ilaka* and report where fresh schools could be started. It seems also desirable that some subsidy should be given to the Australian Mission to enable them to start more schools among the plains Garos. At present this Mission has nominally 28, attended by from 10 to 25 pupils each; but, if some Government support were forthcoming, another 10 or 12 schools could be started."

GENERAL REMARKS.

281. On the whole, the progress of education in the hill districts has been slow but steady. That the expansion has not been more rapid is due not to any lack of efforts, but to the fact that diversity of race, custom, and religion makes any educational question more complicated in this region than in the rest of the province and renders the adoption of a uniform educational policy well nigh impossible. Every hill district has its own peculiarities and its own difficulties, and these must be provided for or overcome before any general advance can be made. Thanks to missionary enterprise a great deal has been done to achieve this end, and success is now mainly a question of time, but there are also certain directions in which an improvement in the present system is urgently required. A survey was made by Mr. Dunn, Inspector of the Assam Valley and Hill Districts, in the year 1909-10, and the conclusions at which he arrived he has thus summarised in his very valuable and interesting report:—

(1) The training of teachers is of the first importance. In no Mission centre has this work been systematically undertaken, although at Shillong and Tura guru courses are established and all other central schools claim to "train" pandits.

(2) The available literature in each hill language is limited to a few text-books, most of which have a decided religious tendency. I have made proposals for the extension of these vernacular texts to include general readers and scientific or technical primers. But, meanwhile, the paucity of useful school-books marks the hill *pathsala* as inferior to that of the plains.

(3) Inspection is not sufficiently regular. Only in the Garo and Khasi Hills and in Manipur is this provided for by the State. Nor is it sufficiently tutorial. In the majority of hill schools there is nothing to examine and everything to teach.

(4) Female education has received no special study. There are very few mistresses available for hill schools, although the education of women in these hill tracts is of the first importance in the elevation of each particular race.

(5) Education generally in the hills has got "out of hand." It has become uncontrollably literary in its tendencies and has foolishly divorced itself from the life of the people.

The last point, especially, demands attention. Something has been already done to make education among these people more practical by the opening of industrial schools at Shillong and Kohima, and also in connection with the school for Kacharis at Haflong; but the establishment of industrial schools at other centres in the Khasi and Naga Hills and the extension of a similar system to the Lushai Hills appear to be desirable.

With regard to the importance of this question in the Lushai Hills, the following remarks by a well-known authority may be of interest:—

"I would hope that our education (of the Lushais) may not unfit them for their after-life, which, after all, is village life and agriculture. If technical education can be made to go hand in hand with schooling, so much the better. I have been for many years here, and know the Lushais as they were in their hills, when we annexed them, and should be sorry to think that one result of our educating these people might be, what it has been elsewhere, to give them a distaste for their ordinary occupations."

The trend of these very suitable observations is equally applicable to elementary education in the other hill districts.

D.—EDUCATION OF THE CHILDREN OF TEA-GARDEN COOLIES.

282. The question of providing education for the children of coolies employed on tea estates has for some time past attracted the attention both of the Government of India and of the Local Government. It is true that in the past something had been done in this direction by the initiative of individual employers, who had established schools on their estates at their own expense, and by the coolies themselves, who had established simple schools for vernacular teaching in a number of gardens. The cooly community, too, shared with other communities the increased facilities for education afforded by the opening in Assam of a larger number of additional lower primary schools; but it was not until the quinquennium under review that special efforts were made by Government to extend to the children of garden coolies as a class the benefits of an elementary education. During that period, at the instance of the Government of India, the Local Government deputed a special officer, Major Kennedy, to enquire into the existing condition of education on tea estates and to submit proposals for its improvement in consultation with the tea-planters. Major Kennedy came to the conclusion that education had failed as yet to reach the great bulk of the boys, while cooly girls were entirely illiterate in almost every case. He suggested that schools of the three following types should be established in different places:—

(*a*) Government lower primary schools, managed and maintained entirely by Government.

(*b*) Private aided schools, to be opened for two hours in the day or in the evening, and to be under the complete control of the manager, who would appoint, and should be allowed to dismiss, the teacher.

(*c*) Private unaided schools open only to informal visits from the Deputy Commissioner or the Subdivisional Officer.

A simple course of elementary instruction was recommended for schools of the last two kinds, and there were to be three classes only, the highest of which would correspond with the third class of a lower primary school. It was suggested that simple instruction in agriculture, hygiene, and gymnastics might be added to the ordinary curriculum, and it was regarded as of special importance that instruction should be given in the coolies' own vernacular, unless they preferred to learn Assamese or Bengali. The teacher was to be a person who would command the confidence of the coolies, and, if possible, one of their caste fellows; he might himself be a labourer on the estate.

These suggestions, with certain slight modifications, of which the chief was the substitution of fixed pay for the teachers in place of the capitation allowance proposed, have been approved by the Local Government and the Government of India, and an annual programme, showing the progress and expenditure expected during the next 15 years, was sanctioned for the whole of Eastern Bengal and Assam in August 1910. The Government contribution to schools of each class is to be the following:—

	Initial.	Recurring, per mensem.
	Rs.	Rs.
Schools of class A	400	12
„ „ „ B	150	6
„ „ „ C	150	Nil.

It is difficult to ascertain with accuracy the progress that has hitherto been made in Assam with this scheme, for precise information about schools started by the managers of tea-gardens is not available. The majority of the schools are of class "C," and the general opinion is that "the less managers are worried for reports and returns the better." In Eastern Bengal there are tea-gardens only in the Chittagong and Rajshahi Divisions. In the former sanction was accorded, towards the end of the year 1908-09, to the establishment of two Government schools and to the payment of a grant-in-aid of Rs. 60 per annum for two aided schools, while a sum of Rs. 200 was sanctioned towards the cost of appliances and furniture for two unaided schools. The results, however, were disappointing. Owing to the opposition of the managers, the Government schools could not be started, and though the two aided schools were opened, one of them quickly collapsed. The unaided schools were never opened, and the only school which for a time proved successful was that on the Neptune Tea Estate, but even that has now ceased to exist. In the Rajshahi Division the Inspector says that there are 33 tea-garden schools, but detailed information is given for 16 schools only. Two of these are managed by Government and are attended by 62 pupils. Of the remainder, 4 are of class "B" and 10 of class "C." They have 234 pupils on their rolls.

CHAPTER XI.

PRIVATE INSTITUTIONS.

283. The Education Commission confined the application of the term private institutions to "all indigenous schools which have not accepted the Departmental standards of instruction, and all others in which the course of instruction, however advanced, does not conform to the standards prescribed or accepted by the Department or the University, and which submit to no public test." Under this head, therefore, come all those indigenous schools, whether for advanced or for elementary instruction, which have survived the introduction of modern methods of education and still retain their hold upon the affections or the interest of the people. They are divided into the following classes:—

1. Advanced schools teaching—
   (*a*) Arabic or Persian.
   (*b*) Sanskrit.
2. Elementary schools teaching the vernacular.
3. Elementary schools teaching the *Koran*.
4. Other schools.

Of the indigenous schools in which Arabic or Persian is studied, the more elementary are known as *maktabs* and the more advanced as madrassas. In the latter theology, philosophy, and law are often taught to a high standard, but they have no settled curriculum, and their courses of study vary according to the knowledge and wishes of the pupils seeking admission. *Tols* are indigenous schools for the study of Sanskrit. Sanskrit is the only language taught in them, and the pupils, after learning Sanskrit grammar, study one or more of the following subjects:—Smriti, or Hindu law and theology; Nyaya, or Logic; Kabya, or *literæ humaniores;* Alankar, or rhetoric; and Sanskrit works on medicine. Schools of classes 1, 2, and 4 have all a certain educational value, and are often well adapted to the requirements of particular sections of the community. But the *Koran* schools, as a rule, have no educational value whatever, owing to the dense ignorance of their teachers in secular matters. These schools are usually held in mosques, and in them small boys are taught to recite verses from the *Koran* without understanding the meaning of what they read. The majority of the pupils are sent there not to learn what is useful, but to fulfil a religious obligation.

Under the head "Other schools" are classed a certain number of institutions managed by missionaries, in which the departmental curricula are not observed; "Kyoungs," which are the modern representatives of the ancient Buddhist *viharas*, or monasteries, and a number of miscellaneous schools. "Kyoungs" are confined to the Chittagong Hill Tracts and have been established for the benefit of the Buddhist population in that district. Instruction is given to Buddhist students either in Burmese or in Pali, the language of their sacred books, by a *raoli* or high priest.

STATISTICS.

284. Throughout the quinquennium under review the policy of the Department has been to improve these schools, and, by the offer of grants-in-aid to those which comply with the departmental regulations, to convert them into public institutions. The number of indigenous schools not under departmental supervision has thus fallen from 4,325 in 1901-02 and 3,711 in 1906-07 to 2,165 in 1911-12.

The returns reveal that during the last ten years *tols* have practically died out, and that the number of advanced institutions for the teaching of Arabic and Persian and of *Koran* schools has fallen by nearly fifty per cent. The decline is due to the efforts made by the Department to bring schools of these kinds under inspection, and to add some elements of practical utility to their courses of study.

The number of their pupils declined from 65,912 to 49,248, or by 25·2 per cent. This decline was heaviest in the case of schools for the teaching of Sanskrit, where the fall is as much as 93·7 per cent. No doubt, all these schools will before long be brought under the supervision of the Department, provided that the necessary funds are forthcoming.

Muhammadans formed the bulk of the pupils attending these schools. Their percentage to the total is 85·9.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

DEFECT OF THE PRESENT SYSTEM OF EDUCATION.

285. It is a fact beyond dispute that too much attention has been paid in our schools and colleges to the purely intellectual aspect of education. The training which the rising generation has hitherto received has discredited many of the old social and moral bonds which their forefathers respected, but has failed to replace them by the Western ideal of discipline and self-control. This defect has contributed to the growth of that spirit of unrest which has been disseminated by intemperate speech and provocative writing. That spirit is, perhaps, to a certain extent inseparable from an emancipation of thought which owes its origin to the spread of education on Western lines; but it is a spirit which none the less requires control. There is, therefore, a general consensus of opinion that a serious attempt must now be made to mitigate the evils for which a purely secular and intellectual training must to some extent be held responsible.

MORAL TRAINING.

286 As to the moral value of the regard for law and order, of respect for superiors, of obedience, regularity and attention to duty, there can be no two opinions, and there is a general feeling that the inculcation of these principles should form an essential feature in the work of every school and college; but innumerable difficulties beset the question of the manner in which this moral training should be given, and the most widely divergent opinions are held by people who have given the matter their careful attention. Some emphasise the supreme value of religious instruction as the basis of all moral teaching, and suggest that facilities for such instruction should be given out of school hours, and that a beginning should be made in those hostels and messes whose superintendents are known to be earnest and devout men. Many Hindus advocate a system of moral instruction based on principles of conduct that are common to all creeds. Some would rely entirely on personal influence; the influence of the teacher upon his pupils is, in their opinion, by far the most potent factor in their moral education, and is capable of producing results which no system of instruction can achieve.

As often happens when there is a wide diversity of opinion, nothing practical was done during the quinquennium, for an attempt to impart moral instruction by means of an occasional moral discourse from a text-book, or by debates on moral and social topics in the students' associations, can only be characterised as futile. At the close of the period, however, a conference was held, in obedience to orders from the Government of India, in which the varying opinions on the subject, as well as the difficulties to be overcome, were discussed at considerable length. The conference was attended by many well-known gentlemen, European and Indian, official and non-official, and it is hoped that a practical scheme will now be evolved which will meet with general acceptance.

OTHER INFLUENCES.

287. Apart, however, from the question of direct moral teaching, attention has of recent years been directed towards the development of other influences, which, it is hoped, will do something to counteract the spirit of lawlessness and unrest to which a reference has already been made. Mention must be made in this connection of—

(1) the building of hostels;
(2) the establishment of manly sports;
(3) the encouragement of social intercourse between teachers and pupils; and
(4) the maintenance of a high standard of discipline.

HOSTELS.

288. Of these measures the most important is the provision of hostels. In many cases discipline does not exist in Indian homes, and, where it is wanting, residence in a well managed hostel is the least unsatisfactory substitute. Such residence does something to remedy both the negligence of parents and guardians and the want of interest in the doings of their pupils outside the class-room which teachers in this country so often display. The necessity, therefore, of providing adequate hostel accommodation, especially in the larger towns and cities with their numerous temptations, needs no demonstration.

Recognition of this necessity by Government and the Public.

289. Government has long realised this necessity, and has urged the importance of providing hostels in connection with all schools and colleges. It is, however, only during the last few years that the Hindu, and still more the Muhammadan, public has awakened to a sense of its responsibility. No better illustration can be given of the growth of a popular conscience on this subject than the way in which the heads of private colleges and other non-official gentlemen came forward in connection with the scheme recently worked out for the control of students living in the city of Dacca. With their co-operation a survey was made which revealed many directions in which improvements were needed, and a system was elaborated whereby all students not living with their parents or guardians have been brought under a supervision which will, it is hoped, prove effectual.

Assistance given by University Regulations.

290. The hostel movement has received some assistance from the action taken during the quinquennium by the Calcutta University. "So long as the University," wrote the late Mr. Browning in an interesting monograph, "was an examining body, the supervision of the residence of the students was naturally enough held not to come within their purview, and, probably on account of the difficulties presented by caste and the supposed inadvisability of interfering with domestic life and customs, the work, thus passed over by the University, was not taken up by Government or any other body. It began, however, to be gradually recognised that the unpopularity and possible danger of interference were as nothing compared with the evils of neglect. A system, or rather want of system, in which mere boys were allowed to attend school and college free from all discipline the moment they were outside the school gates, living in many instances where and under what conditions they pleased, could not fail to produce results disastrous alike to the students and to the educational system of which they were the victims. It says a great deal for the restraint of the majority of students that the results were not even worse than they were."

The new University Regulations insist upon college students residing under one or other of the following conditions:—

(1) With a parent or legal guardian.
(2) With a guardian recognised by the head of the institution in which they are enrolled.
(3) In a collegiate hostel.
(4) In a non-collegiate hostel.
(5) In an attached mess.
(6) In an unattached mess.
(7) (Under certain conditions) in private lodgings.

These regulations are an improvement upon the chaos that previously prevailed, but in practice the only conditions which effectually secure some sort of control over the lives of the students are residence with parents or very near relations, or residence in a collegiate hostel to which no members of other colleges are admitted.

All institutions in which students reside are theoretically under the jurisdiction of the "Students' Residence Committee," which, in the case of mufassal colleges, is empowered to delegate its authority to a local committee of three persons, of whom two must be representatives of the college concerned. As in so many other cases, machinery was provided but nothing to make it work.

The Regulations for the control of school-boys are still less satisfactory, and merely provide that such boys as do not reside with parents or guardians should live in "lodgings inspected by and under the control of some person responsible to the Headmaster."

Progress made during the Quinquennium.

291. In the last Quinquennial Report allusion was made to the steps that had then been taken to encourage and promote the hostel system. During the last five years no efforts have been spared in this direction. Every college and practically every Government high school has been provided with a hostel; Hindu and Muhammadan hostels have been opened for the training schools at Rajbari, Medua, Comilla, Sarail, Kashipur, Pabna, and other places; Muhammadan hostels have been established at Rampur Boalia and Dinajpur; the Dufferin Memorial Hostel attached to the Dacca Madrassa, the large hostel attached to the Ahsanulla School of Engineering, and the Fuller Memorial Hostel at Comilla, have been completed or opened; while many schemes for the construction of new hostels and for the improvement of those already built have been prepared and are only awaiting the allotment of funds. The example set by Government has in many cases been followed in aided schools, and the total number of hostels has therefore risen from 142 in 1906-07 to 278 in 1911-12, and the number of boarders from 3,193 to 6,098. Expenditure shows a corresponding increase from Rs. 1,41,35 to Rs. 3,33,160, of which Rs. 50,231 was met from public and Rs. 2,82,929 from private funds.

Hostels according to management.

292. The management of hostels is regulated according to local circumstances. As a general rule the hostels attached to Government institutions are themselves managed by Government, but this is not always the case, aided or purely private hostels sometimes taking their place. The total number of hostels under Government management has increased during the quinquennium from 27 to 119 and that of their inmates from 740 to 2,806. These figures include the hostels attached to Government colleges, Government high schools, and *guru*-training schools. The number of aided hostels has risen from 18 to 36, and that of their pupils from 517 to 937. In 1906-07 the number of unaided hostels was 95 and the number of pupils resident in them 1,877; the figures are now 114 and 2,670, respectively. The number of hostels under the management of Local Boards has risen from two to nine during the quinquennium. While, however, there has been a considerable rise in the number of hostels for male pupils and in the total number of boarders, the average strength has decreased in the case of Government and aided hostels, and nowhere shows a proportionate increase. "This," remarks the Inspector of the Dacca Division, "rather points to the provision of hostel accommodation having exceeded the demand. Students naturally prefer to live unsupervised in messes, and it may be some time before public opinion among parents can be sufficiently educated to make them insist on their sons entering a hostel instead of living in a mess or a *Jaigir*. There are several cases in the division of hostels having been provided by Government which are still half empty."

Hostels for Girls.

293. The hostel attached to the Eden High School was formerly the only hostel for girls under the management of Government, and this was entrusted to private management in the year 1903-1904. During the quinquennium, however, both this hostel and that attached to the Alexander Girls' School at Mymensingh were brought under Government control. There are also two hostels of minor importance managed by Government. The number of boarders on the 31st of March 1912 was 52 in the hostel attached to the Eden Female School, and 24 in the Alexander Girls' School hostel. The latter is overcrowded, but a fine new building is under construction, towards the cost of which Raja Jagat Kishore Acharji of Muktagacha has made a handsome donation, while Government has promised a capital grant. There are seven other hostels for girls in the province, of which only one is aided. The number of pupils resident in them has slightly increased.

Hostels for Boys.

294. Turning now to hostels for boys, we find that the number of boarders in the hostels attached to Arts Colleges shows an increase from 251 to 822, and in those attached to secondary and special schools from 1,822 and 591 to 4,105 and 1,232, respectively. In primary school hostels, on the other hand, there is a decrease from 361 to 164, but the fall, for which the Assam Valley is entirely responsible, is only apparent, being due to the fact that many huts, used by students of primary schools in the Goalpara district, were returned as hostels in 1906-1907.

With the general increase in the number of hostels and of their inmates, the total expenditure has also increased from Rs. 1,31,879 to Rs. 2,97,841, towards which total Provincial revenues contributed Rs. 33,453, fees Rs. 2,28,033, and subscriptions and endowments Rs. 34,710. The income from Government thus increased by Rs. 14,700, that from subscriptions and endowments by Rs. 11,951, and that from fees by as much as Rs. 1,39,819.

Statistics of Hostels for Girls.

295. The number of hostels for girls increased during the quinquennium from 5 to 11, and the expenditure from Rs. 9,356 to Rs. 35,319, of which total Rs. 15,133 came from Provincial revenues, Rs. 7,132 from fees, and Rs. 13,054 from subscriptions and endowments. The number of boarders at the close of the period was 375, of whom the majority were in the hostels attached to primary and secondary schools.

General description.

296. Hostel buildings differ according to local circumstances and according to the class of institution to which they are attached. The College Hostel at Dacca, the Rani Hemanta Kumari Debi Hostel at Rajshahi, the Fuller Memorial Hostel at Comilla, the Muhammadan Hostel at Dinajpur, and the Dufferin Memorial Hostel attached to the Dacca Madrassa are fine structures with distinctive architectural features. Some hostels, again, have corrugated iron or thatched roofs, and thus resemble to some extent the dwelling-houses of the upper middle class. In other cases the buildings are of mud and mat, but, though unattractive in appearance, these hostels are generally well-lighted and ventilated, and are well adapted to the climate and to the habits of the people. Formerly separate rooms were provided, each capable of holding two, three, or four boarders, but the Departmental type plan, which provides for long open rooms, is now generally followed.

Hostels are in most cases supervised by a resident member of the school staff, who receives, in Government and aided schools, either a small allowance for his extra work or free quarters, according as he lives at home or in the hostel. The employment as Superintendents of married men who cannot live

in the hostel itself is now generally discouraged. Mention must also be made of the arrangements recently sanctioned for the supervision of hostels in the town of Dacca, already referred to in a previous paragraph.

The control of these hostels is vested in three committees known as the "Dacca City Educational Executive Council," the "Local Students' Residence Committee," and the "Dacca City Educational Executive Committee," of which the two latter are subordinate to the former. The function of the Council is administrative. The general and financial control lies in its hands, and it frames rules and decides, subject to the approval of Government or of the Director of Public Instruction, all matters of principle. The Local Students' Residence Committee deals with the residence of college students in accordance with the University Regulations. The Dacca City Educational Executive Committee has control over all matters connected with the residence of school-boys, and deals with questions such as the hiring of buildings to serve as school messes and the appointment of Superintendents. An experienced officer with the title of "Proctor" has been placed in permanent charge of the hostels, and he is the executive officer of both the college and school committees.

The Council has only recently taken up its duties, and it is impossible to express an opinion as to the ultimate result of the scheme, but there can be no doubt that the hostels and licensed messes already shows considerable improvement, owing to the stricter supervision of the Proctor and to the hiring of better houses, for which object the Council received a grant of Rs. 7,180 from Government during the year 1911-12. The experience that is being gained in Dacca should serve as a guide in the case of other large towns where similar measures are needed.

THE QUESTION IS ONE OF FINANCE.

297. The progress made during the quinquennium has, then, been considerable, but there is still a great deal to be done. An analysis of the figures already given shows that of the students in colleges only one in four is living in a hostel, in secondary schools one in 44, and in primary schools only one in 4,294. A great number are still living in licensed messes situated only too often in insanitary and undesirable surroundings. There is, however, no prejudice against hostels, and the question has resolved itself almost entirely into one of finance. Students for whom accommodation is required are, in the majority of cases, too poor to contribute towards the cost of renting a building in any but the cheapest and most sordid quarters of the different towns, while it is seldom that private schools can raise the funds necessary for the construction of a hostel. Financial assistance from Government is therefore needed both to enable houses to be hired to meet immediate needs, and to enable those large hostel buildings to be constructed which alone can furnish a permanent solution of the problem.

PHYSICAL EXERCISE.

Games.

GAMES AT COLLEGES.

298. Games are of the greatest value as a means to the training of boys in discipline and self-control. It is therefore satisfactory to find that in all the schools and colleges in Eastern Bengal the pupils evince great enthusiasm for games of all sorts, especially for football. The *lathi* and sword play, to which a reference was made in the last quinquennial report, have disappeared, and the superfluous energies and activities of the students, instead of running into forbidden channels, now find full scope in European games. Generally speaking, every college has its own athletic club, the members of which play football, cricket, hockey, lawn-tennis, and badminton. The Principals of nearly all the colleges speak well of the activity shown by the students in this direction, the Dacca College, in particular, distinguishing itself by winning the Sherpur

shield at football, reaching the final of the Nathan cup at cricket, and winning the Atikulla Shield at hockey. A few unpleasant incidents have occurred at Rajshahi and elsewhere, which have demonstrated the inability of some athletic teams to take a beating with a good grace; but, generally speaking, games have been played in a sportsmanlike spirit.

Games at Schools.

299. In schools, cricket and football are very popular, especially the latter. Particular attention was paid during the quinquennium to athletics, and there is hardly a high school now without its football team. Inter-school football games were organised on a regular basis in the Rajshahi Division. Inter-school athletic associations were started in Noakhali, Tippera, and Chittagong, and the Noakhali Association was given an initial grant by the Department to enable it to acquire a playing-field and to purchase trophies and prizes. In the Dacca Division the most important feature was the organisation of a Divisional Government High School competition which has given a great impetus to football, cricket, and hockey. After a keen contest, both the cricket and football cups were won by the Mymensingh Zilla School, while the hockey shield was secured by the Armenitola Government High School at Dacca. A second hockey shield presented by a former Director of Public Instruction, the Hon'ble Mr. Sharp, for mufassal teams, was won by the Barisal Zilla School. Large crowds witnessed the games, and on the last day His Honour the Lieutenant-Governor gave away the prizes to the winning teams. In previous years, the most successful team had been the Dacca Collegiate School. Following the example of the Government schools, some of the private high schools have instituted district tournaments in Mymensingh and Bakarganj. Even a Subdivisional Tournament was organised last December at Gopalganj, in the Faridpur district, by the Subdivisional Officer.

In Assam games have not yet taken root to the same extent, and the movement still requires encouragement. Special efforts have been made in this direction during the last five years. In the Assam Valley, which was the more backward of the two divisions, an attempt was made in 1907-08, to stimulate interest by means of a special grant of Rs. 600, and successful tournaments were held at Gauhati and dibrugarh. In the following year one of these tournaments was repeated, and in 1909-10 the Director of Public Instruction was able to report that all the high schools in the Surma Valley had well-organised cricket and football teams, and that tournaments had been held at Gauhati, Jorhat, Sylhet, and Maulvi Bazar which attracted much popular interest. An attempt is now being made to establish regular athletic clubs in all the high schools.

Games at Primary and Middle Schools.

300. As a rule, primary schools have no facilities for any but indigenous games, but in middle schools cricket and football are occasionally played.

DRILL AND GYMNASTICS.

Gymnastics.

301. Almost every Government school and college has a gymnasium, but in schools regular instruction in gymnastics is seldom given. At the Dacca College attendance at the gymnastic class is obligatory for all students that do not take part in outdoor games.

Drill.

302. The value of drill as an educational factor has long been recognised, but the difficulty of devising a suitable syllabus has hitherto prevented its successful introduction into the school curriculum. A system has now been devised and included in the school course, which is based on indigenous forms

of physical exercise, and instruction in this subject has been made compulsory in all public schools in Eastern Bengal and Assam. In order to facilitate the introduction of the new syllabus into the Dacca Division, three peripatetic instructors, trained at Jubbalpur and Silchar, were deputed in 1909 to instruct the teachers of primary, secondary, and training schools in groups at different centres. Two of these instructors are still employed under the District Boards in training primary school teachers, and arrangements have been made in several districts for the appointment of an expert in this subject. Similar arrangements have also been made in the Rajshahi Division. "As yet, however," observes the Inspector of the Dacca Division, "no very high standard of proficiency has been attained, and the want of a drill ground in many of our *pathsalas* somewhat militates against the scheme. The District Board schools have, however, set a good example, which might with advantage be imitated by the well-wishers of aided primary and middle schools."

SOCIAL INTERCOURSE BETWEEN TEACHERS AND PUPILS.

303. One of the great defects of colleges and schools in this province used to lie in the fact that but few opportunities were provided for the teacher and his pupils to come in contact with one another out of school hours. Something has been done during the quinquennium to remedy this state of affairs. College magazines have been started at the Dacca, Rajshahi, and Jagannath Colleges under the joint management of some of the professors and students. Literary and Debating societies have sprung up at colleges and at some of the high schools. Teachers have been encouraged both in schools and colleges to take part in games. An interesting experiment is being tried at the Jagannath College of making the college hostel a meeting-place for the students and the college staff. In describing some of the gatherings held with this object the Principal writes:—"The college hostel was 'at home' on several occasions to the members of particular messes and to the college staff, and it is in contemplation to invite other gentlemen also at future gatherings. At these meetings, an interesting programme of sports was gone through. On one occasion prizes were given to successful competitors. On another occasion one of the professors showed some tricks of jugglery. Light refreshments were provided. The students themselves looked after the comfort of the guests and Muhammadan students took part in this work."

These schemes depend for their success almost entirely upon the personal character of the teachers employed. It is all the more necessary, therefore, that they should be men carefully selected, properly trained, adequately paid, and contented with their lot. This fact is now well recognised, and attempts have been made during the quinquennium to effect an improvement in this respect. A training college has been opened for the teachers of secondary schools; better pay has in many cases been given; and every opportunity has been seized of arousing teachers to a sense of their responsibility. Much, however, still remains to be done, and it will be a long time before every school is staffed by teachers who realise that it is upon their character and behaviour, and upon that of their colleagues, that the whole future of the country depends.

DISCIPLINE.

304. In the last quinquennial report reference was made to the dangerous atmosphere of political excitement which existed in many schools and in one or two colleges. In the earlier part of the period under review the outlook improved little, if at all, and political agitation continued to play havoc with school discipline. Though there was less overt action, the school still remained the happy hunting-ground of the political agitator. Meetings were held at which schoolmasters delivered inflammatory speeches to their own pupils. Cases occurred in which teachers and pupils together took to "picketing." In some schools the so-called 'volunteer' movement made great progress, and school-boys were encouraged to join societies, of no doubtful character, in which

their own masters were the office-bearers. In fact, "several institutions were still centres of sedition and meeting-places of local agitators, whence agents were despatched to fan the flame of disloyalty in the neighbouring schools or villages." It is, however, satisfactory to note that no serious outbreaks or organised strikes took place in Government schools. Instances of this kind occurred mainly in aided institutions, but even among these the number of those in which grave overt acts came to notice was small. Another healthy feature in the situation was that some of the school committees manifested a wholesome desire to check political demonstrations and to improve discipline. The situation, however, remained extremely grave throughout the year 1907.

On May the 4th, 1907, the Government of India issued a circular defining the extent to which teachers and students might be permitted to take part in politics, and the procedure to be adopted in cases where these limits were not observed. This letter indicated three stages in the procedure, warning, withdrawal of departmental privileges, and report to the University. A certain number of schools had to be warned; grants-in-aid or scholarship rights or both were withdrawn from the Braja Mohan Institutions (College and School) and from the recognised high schools at Bhola and Habiganj; while an exhaustive series of reports to the University afforded an opportunity of making known to the Syndicate the condition of affairs prevailing in certain schools. At each stage in the procedure an opportunity was given to the school authorities to mend their ways by taking disciplinary measures against the pupils concerned, and by dispensing with the services of those teachers whose presence in the school was manifestly undesirable. In some cases the authorities chose to adopt these measures. In others so-called "National" institutions were established side by side with the schools where action had been necessitated; and at once received those teachers and pupils who had either suffered from, or disapproved of, the measures taken by the school authorities. But on the whole the circular had a beneficial effect, and the state of affairs gradually improved, until in the year 1909, the Director was able to report "that the pursuit of politics in schools, which had played such havoc with discipline from 1905 onwards, had, outwardly at least, come to an end." Since that date there have been no organised demonstrations, and the number of cases in which protests or disciplinary action have been necessary has shown a satisfactory diminution. Occasional serious breaches of discipline occurred in the year 1910-11 in the Dacca and Assam Valley Divisions, but these occurrences had nothing to do with politics.

With the disappearance of political agitation discipline has improved in every way, even in those privately managed institutions which rendered themselves notorious at the beginning of the agitation. Steps are now being taken to bring the students under closer control. Parents, too, have begun to realise that playing with sedition is fatal to the interests of their children.

During the last two years a large number of applications for permission to join recognised institutions was received from the parents or guardians of students in the 'National' schools, some of which collapsed during the period, while the rest exist only in name. At the close of the quinquennium, in fact, the state of the schools and colleges reflected the conditions prevailing in the whole province, in which political agitation was practically dead, the benefits of a firm and sympathetic administration were being everywhere recognised, not least by many of those who had most actively identified themselves at first with sedition and boycotting, while anarchy had been scotched and driven underground.

CHAPTER XIII.

EDUCATIONAL CONFERENCES.

305. "The quinquennium under review," writes one Inspector, "was an era of conferences and committees. These were mainly due to the formation of a new administration, and to the activity which characterised certain sections of the population during this period. They fall under the following three main heads:—

(*a*) Conferences of the members of certain communities to consider their educational needs and aspirations.
(*b*) Conferences called by Government officers to discuss the needs of a particular community.
(*c*) Departmental conferences."

It will be convenient to adopt this classification, and to deal separately with conferences of each type.

CONFERENCES CALLED BY LEADERS OF COMMUNITIES.

306. Several conferences of the first kind were held in the Dacca and Rajshahi Divisions by members of the Muhammadan community. The most important of these was the second session of the Provincial Muhammadan Educational Conference, which was held at Mymensingh on the 18th and 19th of April 1908. A number of resolutions was passed, of which the most important were the following:—

(*1*) That, as the text-books in use in primary and secondary schools were not suitable for Muhammadan boys, a sub-committee should be appointed to recommend text-books for use in primary and secondary schools and in *maktabs*, and to consider what modifications, if any, were needed in the primers and readers then being introduced in Assam, to render them suitable for the use of Muhammadans in Eastern Bengal;
(*2*) that, as middle Madrassas had become popular, Government should be moved to sanction liberal grants for a sufficient number of them in every district in the province;
(*3*) that Government should be moved to afford special facilities to pupils in the lower forms of high schools for the study of Urdu as an optional subject;
(*4*) that *maktabs* for imparting education to Muhammadan girls should be started;
(*5*) that Government should be requested to sanction grants-in-aid for Muhammadan hostels in connection with Government and aided schools;
(*6*) that a large number of special Muhammadan scholarships should be created for collegiate and professional education; and
(*7*) that the Director of Public Instruction should be asked to appoint a strong committee to consider the scheme for the organisation and reform of Madrassas in this province.

It is satisfactory to note that it has been found possible to meet the wishes of the Muhammadan community on almost all of these points.

Annual conferences are also held by the Nadwat-ul-ulama at Noakhali, which has for its object the promotion of Oriental learning and the improvement of Oriental institutions. The pandits of the Saraswat Samaj met at Dacca more than once to consider the question of the advancement of Sanskrit learning in general, and, in particular, that of taking the various Government Sanskrit examinations under their control.

CONFERENCES HELD BY GOVERNMENT.

307. Among the conferences of the second kind held during the period under review, mention must be made of the following:—

(*i*) the committee composed both of Government officials and of representative non-officials, ladies and gentlemen, which was constituted in the year 1908, to consider the question of female education;

(*ii*) the committee composed mainly of Government officials which was convened in the year 1910 to discuss the question of technical and industrial education;

(*iii*) the committee composed both of officials and of non-officials, appointed during the year 1908-09 to discuss the question of the curriculum for vernacular schools; and

(*iv*) the committee of leaders of the Muhammadan community and of Government officials, which was summoned in 1910 to devise means for the reorganization and reform of the Madrassas in the province.

(*v*) the conference on moral and religious education held at Dacca in March 1912, which included non-officials of many creeds and classes.

All these conferences have been described in other chapters.

DEPARTMENTAL CONFERENCES.

308. Besides the annual conference of Inspectors which was held regularly under the presidency of the Director of Public Instruction, a number of local conferences were arranged in every division of the province. At Chittagong a divisional conference of inspecting officers is an annual event. In the Assam Valley, a conference was held at Gauhati in September 1911, and was attended by the Inspector, the Assistant Inspector, and the Deputy Inspectors. It discussed questions relating to the working of the new regulations and curricula, and submitted a series of resolutions to the Director In Dacca two such conferences were convened, one in January 1908 and the other in January 1911. In Rajshahi four conferences were held, at which all the inspecting staff, the Superintendent of the Rangpur Normal School, and the Headmasters of the Zilla Schools were present. A large number of different subjects relating to the organization of middle and primary schools and to the administration of the primary grant, as well as other educational problems, were discussed at these conferences.

In addition to these, numerous minor conferences presided over by Deputy Inspectors were held in every district in the province. The chief topic discussed on these occasions was, of course, the improvement of primary education, and especially the Board school scheme. It is said that these conferences have done much to improve the methods of teaching adopted in the village schools.

CHAPTER XIV.

TEXT-BOOK COMMITTEES, LIBRARIES, SOCIETIES AND INDIVIDUALS.

Text-book Committees.

309. A Central Text-book Committee for the province, together with sub-committees for the Assam Valley, the Khasi and Jaintia Hills, and the Garo Hills, was constituted in accordance with Government Resolution No. 5087 C., dated the 23rd of April 1907. A set of rules for the working of these committees was promulgated at the same time, which defines the procedure to be followed in the examination and prescription of text-books, and of books intended for use as prizes or in libraries. These rules are based on the principles enunciated in the Home Department Resolution No. 64—74, dated the 8th of February 1900.

CONSTITUTION OF THE COMMITTEES.

310. The Central Text-book Committee consists of an equal number of official and non-official members, with the Director as President and the Inspector of Schools in the Dacca Division as *ex-officio* Secretary. It holds its meetings at Dacca. The Central Committee deals with English, Bengali, and Sanskrit books and periodicals, while the sub-committees deal with books written in Assamese and in the Hill dialects. To facilitate the despatch of business in the Central Text-book Committee, a number of sub-committees have been formed, each of which is entrusted with the examination of books on certain subjects.

WORK OF THE COMMITTEES.

311. The quinquennium was one of great activity so far as the production of school-books was concerned. Authors in Eastern Bengal, encouraged by the preference shown by the Department for books produced or printed within the province, greatly increased their annual output, with the result that every year more books were submitted for examination than the Committee could deal with. Consequently in the year 1909-10 a special officer had to be employed to assist the Committee with their work. The total number of books examined during the past five years amounted to 1,742.

Besides the examination of school-books sent to it by the Director of Public Instruction, the Committee has been entrusted with certain other duties which are enumerated in rule 15 of the rules for the working of the Text-book Committee. They are the following:—

(*i*) To recommend to the Director of Public Instruction such useful books as come under their notice.

(*ii*) To bring to the notice of the Director of Public Instruction any modifications which they deem desirable in the text-books prescribed by the University of Calcutta or by the Local Government, stating, in each case, the grounds on which such modification is recommended.

(*iii*) To make suggestions to the Director of Public Instruction, at their own or at his initiation, for the preparation of any new books, when existing publications in India or England are not considered suitable, or when no books of the kind are available.

(*iv*) To communicate with Text-book Committees in other provinces.

(*v*) To aid the Director of Public Instruction in his capacity as Registrar of Publications for Eastern Bengal and Assam.

(*vi*) To recommend to the Director of Public Instruction papers and periodicals of a nature suitable for college and school reading-rooms.

(*vii*) To hold occasional meetings for the discussion of topics connected with text-books, language, etc., a précis of the proceedings being submitted to the Director of Public Instruction."

The performance of these duties has greatly added to the usefulness of the Committee. The preparation of several new books has been suggested, and one of these—an elementary book on Bengali Grammar—was actually published by the Department. The first edition of 50,000 copies was soon exhausted, and more than half of another equally large edition has already been sold, Some of the other works suggested have been published privately.

A large number of books were examined by the sub-committee for the Assam Valley and prizes were offered for works on subjects connected with the study of Assamese.

THE PRESENT POSITION.

312. The efforts of the Central Text-book Committee during the past five years have resulted in the preparation of a lengthy list of books which have been declared suitable for use in schools. It is, however, to be feared that most of the books thus approved are in many ways unsuited to the purpose for which they are intended. The Inspector of the Dacca Division writes :—

"In the first place, the books are mainly the production of professional authors who write text-books for money. Many of them are men of inadequate education." Consequently, there is little wonder that their productions are unsatisfactory. The production of good text-books calls for a combination of qualities which are rare even in the most highly educated societies. Not only is a very considerable knowledge of the subject to be treated of necessary, but also a knowledge of the psychology of the child's mind. Moreover, the author must be gifted with the power of simple but lucid expression. It is doubtful if many of our indigenous authors possess these qualifications. A large proportion of our authors have never even been schoolmasters, and do not know by instinct or training how a subject has to be presented to children, nor are they experts on the subjects on which they write. One man will produce books on three or four different subjects. It can, therefore, scarcely be expected that he will be a specialist in any of the subjects on which he writes. It is doubtful if there is any parallel to this sort of thing elsewhere in supposedly educated countries. A further handicap is the linguistic difficulty which is, to a certain extent, inseparable from the present stage of development of the Bengali language. There does not seem to be any fixed standard of literary diction, and one is at a loss to make out what is good Bengali and what is not. During the existence of the Province of Eastern Bengal and Assam there was a distinct tendency in Eastern Bengal to depart from the normal standard of diction prevailing in Bengal, and to make the language of the text-books, especially for the lower classes of schools, approximate more and more to the spoken language of these parts. This was accentuated to a great extent by the demand of the Musalman section of the population to give a Musalmani turn to the language by incorporating words of Persian and Arabic origin in common use by them in conversation. The discussion will doubtless continue in the new Bengal Presidency, and it will be interesting to observe the effect of the books approved in Eastern Bengal during the quinquennium on the future standard of Bengali. There should certainly be some standard diction, avoiding vulgarisms on the one hand and over-Sanskritisation on the other, but, in view of the strong opinions held on both sides, it is not likely that there will be an early end to the controversy. The question of text-books is at the present moment one of vital importance. If the quality of text-books is to be improved, there must be a thorough overhauling of the present arrangements for their examination and preparation. No book should be allowed to be used in schools unless it is pronounced to be educationally sound, and reaches a satisfactory linguistic standard. It is doubtful if the present Text-book Committee is capable of applying these tests. Its constitution militates against its usefulness for the purposes mentioned above. As at present constituted, it consists of a miscellaneous collection of men, many of whom are not connected with the Education Department. Consequently, it is idle to expect that they should be in a position to pronounce on the educational soundness of a book submitted to them. Nor are they in a better position in respect of fixing a linguistic standard. Many of them are no doubt linguists; but there can be no denying that most of them are very busy men, and have not sufficient time to devote to the books sent for examination. A more suitable arrangement would seem to be that the books should be submitted to a committee of educational officers (both Hindu and Muhammadan) who should be required to pronounce not only on their educational value, but also as to the suitability for school children of the language employed."

College and School Libraries.

313. Considerable attention has been paid during the quinquennium to the improvement of College libraries. There are now over 7,000 volumes in the libraries at the Rajshahi and Dacca Colleges. The Chittagong College has a library of over 5,000 volumes, and the Cotton College one containing between three and four thousand. The Principals report that that all these libraries are extensively used by the College students, but the most popular appears to be that at the Cotton College. Private colleges are also doing their best to improve their libraries.

School libraries differ greatly in value. Those attached to Government schools are generally well supplied with books. Most of the aided and unaided schools, however, have nothing worth the name of a library, and some of them have not even the necessary books of reference. Apart from the question of funds, the value of a school library as an instrument of education has not as yet been properly realised in these schools. "Probably," observes one Inspector, "the teachers are responsible to a great extent for this state of things. They can do a good deal in stimulating the desire for private reading among their pupils. But it is a matter of regret that most of our teachers are not themselves well read, and, until there is enthusiasm for good literature among the teachers, it is not likely that much taste for reading anything else than text-books, or those books suggested for reading by the University, will be evident among the pupils of our high schools."

In middle schools the libraries consist of nothing but text-books, and though last year an endeavour was made to improve this state of affairs by the circulation of a list of books and appliances which every such school should possess, the attempt proved a failure owing to financial difficulties.

Magic-lanterns.

314. The supply of magic-lanterns and slides to inspecting officers has for its object the promotion among school children of a knowledge of the Empire and of the condition of countries other than their own. Early in 1908, a lantern was supplied to each of the five Inspectors, and it was intended that they should give lantern exhibitions in different schools during their tours. In the course of the two following years several more lanterns were supplied, and slides on various subjects, such as Astronomy, Geography, and Nature-study, were circulated with the lanterns. Successful lectures were delivered in the Barisal and Comilla Zilla Schools and in the Chittagong Normal School. More extensive use appears to have been made of the lanterns in the Rajshahi and Surma Valley Divisions. In the former, an Assistant Inspector delivered a series of lectures in schools of all classes, while in the latter the Inspector himself delivered lectures in central villages. There is ample evidence to show that magic-lantern lectures are extremely popular. "The educative value," observes one Inspector, "of lanterns as appealing directly to the sight of things of which the pupils read, but which they cannot see for themselves, is obvious."

Text-books in the Hills.

315. The preparation of text-books for the hill tribes is a question of great difficulty, and the progress hitherto made is due entirely to the efforts of the missionaries. A list of the books then available was given in the last quinquennial report. Since that time Mikir readers and an arithmetic have been prepared by the Rev. P. H. Moore and Mrs. Moore and the Rev. I. M. Carvell of Nowgong; the Garo text-books have been revised on the lines of the new curricula, a geography of Eastern Bengal and Assam in that language has been written by Mr. A. Macdonald, Headmaster of the Tura Training School, while a Teachers' Manual in Garo by the same author is under consideration. It is hoped that the last book will remove a long-felt want so far as the Garo Hill District is concerned.

Societies.

316. Of societies interested in education, other than the various Missions, there are 33 in the province. They vary in importance, from the Eastern Bengal Saraswat Samaj, which receives a grant from Government, and gathers in pandits at its annual convocation from the whole province as well as representatives from Bengal, to small debating societies composed of *ex*-pupils of schools and *ex*-students of colleges. Some are literary societies; some are societies of old students, which, as in the Rajshahi College, may include the present professors and undergraduates; some are charitable organizations; others have for their object the encouragement of female education; while the Anjumans seek to promote the spread of education among the Muhammadans. A new society, called the Silchar Literary Society, has been formed under the presidency of the Rev. T. W. Rees. It is curious to find that, apart from the Saraswat Samaj, there is now only one Sanskrit society which takes part in the recognised examinations, namely, the Noakhali Surhid Sanmilani Sabha. The other societies seem to have disappeared, or to have been gradually absorbed in the Saraswat Samaj.

MISSIONS.

317. Missionary societies continue to do a great deal for the spread of education, especially in the hill districts and among the depressed classes in the hill tracts of Bakarganj and Faridpur. Among these the Baptist, the Portuguese, and the Oxford Missions deserve special mention for their work among the backward and indigent classes in the Dacca Division; the London Missionary Society and the Roman Catholic Mission for their work in the field of primary education in the Chittagong Division; the American Baptist Mission for their work in the hill districts; and above all, the Welsh Calvinistic Mission which, besides maintaining some hundreds of schools in the Khasi and Jaintia Hills, gives valuable aid to Government by managing the Government High School, the Fuller Industrial School, and the Jaiaw Training School in Shillong.

Individuals.

318. Among the individuals who are reported by Inspectors to have given conspicuous aid to the cause of education are:—

1. His Highness the Raja of Tippera.
2. The Hon'ble Nawab Sir Khaja Salimullah Bahadur, K.C.S.I., G.C.I.E.
3. The Hon'ble Nawab Syed Nawab Ali Choudhury of Dhanbari, Mymensingh.
4. The Hon'ble Nawab Syed Hussam Haider Choudhury, Khan Bahadur, of Comilla.
5. Raja Jagat Kishore Acharya Choudhury of Muktagacha, Mymensingh.
6. Raja Jogendra Kishore Rai Choudhury of Ramgopalpur, Mymensingh.
7. Rani Dinamani Choudhurani of Santosh, Mymensingh.
8. The Raja of Gauripur.
9. The Rani of Bijni.
10. The Hon'ble Khan Bahadur Maulvi Hemayet-ud-din Ahmad, B.L., Bakarganj.
11. Dr. Mead of the Australian Baptist Mission.

EDUCATION—GENERAL TABLES, EASTERN BENGAL AND ASSAM, 1911-1912.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in Eastern Bengal and Assam at the end of the year 1911-12.

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.		Grand Total	Percentage of
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total of Public Institutions.	Advanced.	Elementary and others.		
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
111,645	Towns 65	Males 17,706,396	Institutions ... For males ...	10	5	1,292	17,723	55	482	19,567	160	1,748	21,475	Institutions to number of towns and villages 18·83
	Villages ... 113,955	Females 16,887,966	„ females ...	...	...	24	4,957	1	1	4,983	...	257	5,240	4·59
	Total ... 114,020	Total ... 34,594,362	Total ...	10	5	1,316	22,680	56	483	24,550	160	2,005	26,715	23·42
			Scholars Males	2,989	167	183,771	672,835	1,397	19,341	880,500	5,083	35,775	921,358	Male scholars to male population of school-going age 34·61
			Females	...	...	2,870	142,364	37	105	145,37	91	8,299	153,766	Female scholars to female population of school-going age 6·07
			Total ...	2,989	167	186,641	815,199	1,434	19,446	1,025,876	5,174	44,074	1,075,124	20·71

EDUCATION—GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in Eastern Bengal and Assam for the year 1911-12.

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
INSTITUTIONS ... For males	4,02,930	52,712	23,73,393	19,05,082	1,33,010	3,68,027	52,35,154	...	93,100	5,20,499	1,43,872	9,73,773	2,11,689	5,42,719	24,85,652	80,46,361
,, females	...	...	87,920	2,20,988	7,830	8,817	3,25,555	...								
Total ...	4,02,930	52,712	24,61,313	21,26,070	1,40,840	3,76,844	55,60,709	...	93,100	5,20,499	1,43,872	9,73,773	2,11,689	5,42,719	24,85,652	80,46,361
2. (a) PERCENTAGES of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	5·20	1·71	14·32	4·76	5·26	5·78	41·23	...	3·67	19·50	5·67	23·12	5·65	5·36	58·97	100
(b) PERCENTAGES of District or Local Fund expenditure included in columns 2—17 to total District or Local Fund expenditure on Public Instruction.	...	...	9·96	61·77	·19	2·32	74·24	...	...	1·77	2·43	13·88	3·54	4·14	25·76	100
(c) PERCENTAGES of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	...	...	10·31	62·36	·08	4·93	77·68	...	...	2·11	4·17	6·20	1·76	8·8	22·32	00
(d) PERCENTAGES of total expenditure in columns 2—17 to total expenditure on Public Instruction.	5·01	·65	30·59	26·42	1·75	4·68	69·10	...	1·16	6·47	1·79	12·10	2·63	6·75	30·9	100
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.									
Government Institutions { Cost to Provincial Revenues ...	131 0 9	246 8 10	16 15 7	9 3 5	111 3 6	86 7 1	33 7 8									
Cost to District or Local and Municipal Funds.	...	...	0 2 7	0 4 10	1 12 9	0 4 2	0 4 4									
Total Cost ...	205 3 7	29 15 3	32 8 3	10 7 5	116 6 2	89 1 0	51 6 11									
District or Local Fund Schools. { Cost to Provincial Revenues ...	...	...	...	0 0 4	...	6 1 3	0 0 6									
Cost to District or Local Funds	...	...	4 13 7	2 12 0	...	45 3 10	2 14 9									
Total Cost ...	...	...	10 4 2	3 7 0	...	106 1 0	3 14 3									
Municipal Schools ... { Cost to Provincial Revenues ...	...	...	1 13 6	0 0 3	...	...	0 10 9									
Cost to Municipal Funds ...	...	...	0 8 4	3 15 6	...	...	2 11 8									
Total Cost ...	...	...	15 10 1	5 7 0	...	...	9 1 7									
Aided Institutions ... { Cost to Provincial Revenues ...	32 3 9	...	1 12 5	0 2 5	2 3 6	1 7 0	0 7 7									
Cost to District or Local and Municipal Funds.	...	...	1 7 7	0 13 10	...	1 10 6	0 15 4									
Total Cost ...	68 10 9	...	13 4 5	2 12 7	33 12 2	3 15 1	4 7 6									
Unaided Institutions ... ... Total Cost ...	239 7 3	...	13 6 6	1 0 9	...	7 10 5	7 6 8									
All Institutions ... ... { Cost to Provincial Revenues ...	81 13 7	246 8 10	2 2 9	0 2 7	103 2 2	8 0 8	1 1 10									
Cost to District or Local and Municipal Funds.	...	...	0 14 1	1 3 8	1 10 3	1 15 9	1 2 10									
Total Cost ...	141 7 7	299 8 0	14 11 10	2 13 10	109 1 6	20 11 3	5 15 6									

EDUCATION—GENERAL TABLE III.

Return of Colleges, Schools, and Scholars in Eastern Bengal and Assam for the year 1911-12.

Class of Institutions.	PUBLIC INSTITUTIONS.											
	Under Public Management.											
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
COLLEGIATE EDUCATION.												
Colleges.												
Arts Colleges	4	1,530	1,448	1,269	...	...	...	...	...	...	...	...
Colleges for professional training	1	37	37	35	...	...	...	...	...	...	...	...
Law	4	130	139	111	...	...	...	...	...	...	...	...
Total	9	1,697	1,624	1,415	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
For Boys—												
High Schools ... English	30	11,107	9,979	8,670	1	593	592	503	...	...	...	...
Middle Schools ... English	6	894	690	644	29	4,226	3,864	3,183	...	...	...	...
Middle Schools ... Vernacular	19	1,580	1,422	1,090	41	3,026	2,671	2,115	...	...	...	...
Total for Boys' Secondary Schools	55	13,581	12,091	10,404	71	7,845	7,127	5,801	...	...	...	...
For Girls—												
High Schools ... English	3	517	471	371	...	...	...	...	...	...	...	...
Middle Schools ... English	2	246	220	141	...	...	...	...	...	...	...	...
Middle Schools ... Vernacular	3	334	277	236	...	...	...	...	...	...	...	...
Total for Girls' Secondary Schools	8	1,097	968	748	...	...	...	...	...	...	...	...
Grand Total, Secondary Schools for Boys and Girls.	63	14,678	13,059	11,152	71	7,845	7,127	5,801	...	...	...	...
Primary Schools.												
For Boys—												
Upper Primary	37	1,721	1,611	1,295	29	1,527	1,281	1,104	3	140	126	108
Lower ,,	57	1,561	1,210	1,175	3,973	189,158	168,672	126,434	24	756	665	535
Total Primary Schools for Boys	94	3,282	2,821	2,470	4,002	190,685	170,053	127,538	27	896	791	643
For Girls—												
Upper Primary	10	498	461	356	4	258	242	160	...	...	...	...
Lower ,,	26	1,186	1,129	862	185	5,145	4,668	3,320	...	...	...	...
Total Primary Schools for Girls	36	1,684	1,590	1,218	189	5,403	4,910	3,480	...	...	...	...
Grand Total, Primary Schools for Boys and Girls.	130	4,966	4,411	3,688	4,191	196,088	174,963	131,018	27	896	791	643
SCHOOL EDUCATION, SPECIAL.												
Schools for Special Instruction.												
Training Schools—												
(*a*) For Masters	53	1,276	1,155	1,025	...	...	...	...	...	...	...	...
(*b*) For Mistresses	1	22	22	21	...	...	...	...	...	...	...	...
Medical Schools	2	314	274	240	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	1	287	299	247	...	...	...	...	...	...	...	...
Industrial Schools	9*	162	141	112	6	406	395	328	...	...	...	...
Other Schools ... Madrassas	3	1,573	1,567	1,361	...	...	...	...	...	...	...	...
Total	69	3,634	3,458	3,006	6	406	395	328	...	...	...	...
Total of Colleges and Schools of Public Instruction.	271	24,975	22,552	19,261	4,268	204,339	182,485	137,147	27	896	791	643

Return of Colleges, Schools and Scholars in

Class of Institutions.	PUBLIC INSTITUTIONS. Under Private Management. Aided by Government, District, Local, or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of Institutions.	Grand Total of Scholars on the 31st of March.
	14	15	16	17	18	19	20	21	22	23
COLLEGIATE EDUCATION.										
Colleges.										
Arts Colleges	5	1,394	1,340	1,034	1	65	60	50	10	2,969
Colleges for professional training ...	...	...	...	...	...	...	...	...	1	37
Law	...	...	...	...	...	...	...	...	4	130
Total ...	5	1,394	1,340	1,034	1	65	60	50	15	3,136
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys—										
High Schools ... English ...	56	20,419	18,262	15,434	137	42,438	37,228	30,295	224	74,557
Middle ,, ... English ...	415	49,790	44,684	36,379	291	33,545	29,551	23,768	741	88,455
Middle ,, ... Vernacular ...	249	15,035	14,206	11,557	18	1,348	1,303	1,089	327	20,989
Total for Boys' Secondary Schools ...	720	85,244	77,152	63,370	446	77,331	68,182	55,152	1,292	184,001
For Girls—										
High Schools ... English ...	...	...	...	...	1	223	223	163	4	740
Middle ,, ... English ...	4	503	451	378	1	47	42	35	7	796
Middle ,, ... Vernacular ...	9	712	650	506	1	58	48	28	13	1,104
Total for Girls' Secondary Schools ...	13	1,215	1,101	884	3	328	318	226	24	2,640
Grand Total, Secondary Schools for Boys and Girls.	733	86,459	78,253	64,254	449	77,659	68,500	55,378	1,316	186,641
Primary Schools.										
For Boys—										
Upper Primary	1,638	91,585	85,117	69,533	65	3,531	3,133	2,629	1,772	98,504
Lower ,, ...	9,825	350,999	320,643	265,696	2,072	63,375	56,215	46,611	15,951	605,849
Total Primary Schools for Boys ...	11,463	442,584	405,760	335,229	2,137	66,906	59,388	49,240	17,723	704,353
For Girls—										
Upper Primary	69	3,334	3,028	2,365	3	172	151	102	86	4,262
Lower ,, ...	4,025	87,759	81,713	66,193	635	12,494	11,497	9,275	4,871	106,684
Total Primary Schools for Girls ...	4,094	91,093	84,741	68,558	638	12,666	11,648	9,377	4,957	110,846
Grand Total, Primary Schools for Boys and Girls.	15,557	533,677	490,501	403,787	2,775	79,572	71,031	58,617	22,680	815,199
SCHOOL EDUCATION, SPECIAL.										
Schools for Special Instruction.										
Training Schools—										
(*a*) For Masters	2	136	114	71	...	...	...	...	55	1,412
(*b*) ,, Mistresses	...	...	...	...	...	...	...	...	1	22
Medical Schools	...	...	...	...	4	398	304	197	6	712
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	1	287
Industrial Schools	...	...	...	...	2	57	52	40	17*	625
Commercial Schools	...	...	...	...	6	160	150	131	6	160
Other Schools { Madrassas	113	8,475	8,019	6,435	45	2,375	2,504	2,112	161	12,923
Other Schools { Miscellaneous Schools (tols).	132	2,662	2,552	2,078	160	2,077	1,945	1,610	292	4,739
Total ...	247	11,273	10,685	8,584	217	5,567	4,955	4,090	539	20,880
Total of Colleges and Schools of Public Instruction.	16,542	632,803	580,779	477,659	3,442	162,863	144,546	118,135	24,550	1,025,376

PRIVATE INSTITUTIONS.

1. Advanced, Teaching—			
(*a*) Arabic or Persian		125	4,943
(*b*) Sanskrit		35	231
(*c*) Any other Oriental Classic		...	...
2. Elementary, teaching a Vernacular only or mainly ...	For boys ...	149	4,160
	,, girls ...	69	687
3. Elementary, teaching the Koran	,, boys ...	1,364	27,295
	,, girls ...	141	1,819
4. Other Schools not conforming to Departmental Standards ...	,, boys ...	235	8,773
	,, girls ...	47	1,340
Total ...		2,165	49,248
Grand Total for 1911-12		26,715	1,075,124

* Includes one school

TABLE III—*concluded.*

Eastern Bengal and Assam for the year 1911-12.

Number of Scholars on the 31st March learning									Number of girls in boys' schools.	Number of boys in girls' schools.	Classification of Scholars on 31st of March according to race or creed.				
English.			A classical language.			A vernacular language.									
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33
2,989	...	2,989	1,972	...	1,972	2,874	...	2,874	...	...	2,622	360	...	...	7
37	...	37	...	...	...	...	...	...	...	...	28	9	...	...	...
130	...	130	...	...	...	...	...	...	...	...	118	12	...	...	...
3,156	...	3,156	1,972	...	1,972	2,874	...	2,874		...	2,768	381	...	...	7
73,018	1	73,019	33,574	...	33,574	74,482	1	74,483	1	...	53,116	20,729	12	169	531
56,566	148	56,714	6,693	25	6,718	88,053	198	88,251	269	...	47,655	38,702	224	902	972
748	1	749	131	...	131	20,948	41	20,989	41		11,892	8,797	...	31	269
130,332	150	130,482	40,398	25	40,423	183,483	240	183,723	311	...	112,663	68,228	236	1,102	1,772
...	286	286	...	84	84	25	715	740	...	25	461	41	1	197	40
17	334	351	2	16	18	26	610	636	...	37	589	8	153	45	1
3	69	72	...	...	...	19	1 085	1,104	...	19	899	59	1	144	1
20	689	709	2	100	102	70	2,410	2,480	...	81	1,949	108	155	386	42
130,352	839	131,191	40,400	125	40,525	183,553	2,650	186,203	311	81	114,612	68,336	391	1,488	1,814
359	48	407	2,766	43	2,809	96,949	1,546	98,495	1,546	...	46,690	49,578	39	915	1,282
211	76	287	62,745	5,459	68,204	573,418	32,377	605,795	32,392	...	230,506	345,004	2	8,305	22,632
570	124	694	65,511	5,502	71,013	670,367	33,923	704,290	33,938	...	277,196	394,582	41	9,220	23,314
16	80	96	4	664	668	109	4,124	4,233	...	21	3,001	840	29	329	63
...	32	32	342	13,990	14 332	2,299	104,241	106.540	...	2,299	48,460	55,735	83	1,443	363
16	112	128	346	14,654	15,000	2,408	108,365	110,773	...	2,420	51,461	56,575	112	1,772	926
586	236	822	65,857	20,156	86,013	672,775	142,288	815,063	33,938	2,420	328,657	451,157	153	10,992	24,240
141	4	145	...	...	...	1,340	15	1,355	15	...	593	612	..	116	91
...	5	5	...	2	2	...	23	22	...	...	13	3	1	4	1
307	7	314	...	...	...	398	...	398	7	...	620	77	2	3	10
287	...	287	...	...	...	...	...	...	...	...	273	13	...	...	1
78	...	78	...	...	...	520	27	547	...	...	399	159	...	55	12
159	1	160	...	...	...	...	...	...	1	...	126	26	2	3	3
4,146	...	4,146	11,455	55	11,510	8,401	19	8,420	60	...	319	12,567	...	...	37
21	...	21	4,673	10	4,683	350	3	353	10	...	4,620	2	...	...	117
5,139	17	5,156	16,128	67	16,195	11,069	86	11,095	93	...	6,963	13,459	5	181	272
139,233	1,092	140,325	124,357	20,348	144.705	870,211	145,024	1,015,235	34,342	2,501	453,000	533,333	549	12,661	26,333
202	...	202	4,706	91	4,797	972	15	987	91	...	38	4,905	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	231	...	231	...	...	...	...	...	231	...	...	...	...
...	...	...	524	63	587	3,934	199	4,123	209	...	1,205	2,774	...	5	176
...	...	...	15	69	84	24	663	687	...	24	156	531	...	...	...
...	...	...	23,167	4,086	27,253	328	43	371	4,112	...	1	27,294	...	...	...
...	...	...	139	1,680	1,819	...	...	...	...	139	...	1,819	...	...	...
2,139	1	2,140	852	22	874	8,164	369	8,533	390	...	2,818	4,300	...	585	1,070
...	77	77	...	64	64	85	1,255	1,340	...	85	329	718	...	293	...
2,341	78	2,419	29,634	6,075	35,709	13,497	2,544	16,041	4,792	248	4.778	42,341		883	1,246
141,574	1,170	142,744	153,991	26,423	180,414	883,708	147,568	1,031,276	39,134	2,749	457,778	575,674	549	13,544	27,579

containing 27 girls alone.

EDUCATION—GENERAL TABLE III(A).

Number of Scholars on 31st March 1912 in Eastern Bengal and Assam classified according to sex, race or creed.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
Collegiate Education—									
Arts Colleges—									
English ... Male ...	...	...	794	1,828	360	1	...	6	2,989
Colleges for Professional Training—									
Law ... Male ...	...	...	31	87	12	...	...	...	130
Teaching ... Male ...	...	...	9	19	9		...	...	37
Total ...	...	...	834	1,934	381	1	...	6	3,156
School Education—General—									
Secondary Schools—									
For Boys—									
High Schools ... Male ...	12	169	14,158	38,957	20,729	373	...	158	74,556
High Schools ... Female	...	...	...	1	...	...	...	...	1
Middle Schools—									
English ... Male	152	784	8,077	39,545	38,674	385	...	569	88,186
English ... Female	72	118	7	26	28	...	...	18	269
Vernacular Male ...	...	31	1,623	10,236	8,791	111	...	156	20,948
Vernacular Female	...	...	5	28	6	2	...	...	41
For Girls—									
High Schools ... Male ...	...	20	...	2	...	...	...	3	25
High Schools ... Female	1	177	60	399	41	1	1	35	715
Middle Schools—									
English ... Male ...	11	6	2	18	...	...	...	...	37
English ... Female	142	39	65	504	8	1	...	...	759
Vernacular Male ...	...	10	1	7	1	...	...	...	19
Vernacular Female	1	134	240	651	58	...	...	1	1,085
Total ...	391	1,488	24,238	90,374	68,336	873	1	940	186,641
Primary Schools— For Boys ... Male ...	41	5,888	19,158	245,379	378,185	3,339	...	18,425	670,415
For Boys ... Female	...	3,332	1,135	11,524	16,397	158	...	1,392	33,938
For Girls ... Male ...	21	234	101	705	1,297	35	...	27	2,420
For Girls ... Female	91	1,538	7,689	42,966	55,278	524	...	340	108,426
Total ...	153	10,992	28,083	300,574	451,157	4,056	...	20,184	815,199

EDUCATION—GENERAL TABLE III (A)—*concluded.*

Number of Scholars on 31st March 1912 in Eastern Bengal and Assam classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL—										
Training Schools	Male	...	109	123	470	612	10	...	73	1,397
	Female	1	11	2	11	3	...	1	8	37
Medical Schools	Male	...	1	167	451	76	...	...	10	705
	Female	2	2	...	2	1	...	...	...	7
Engineering and Surveying Schools.	Male	...	...	60	213	13	1	...	...	287
Industrial Schools	Male	...	55	87	304	140	1	...	11	598
	Female	...	...	...	8	19	...	...	...	27
Commercial Schools.	Male	1	3	29	97	26	3	...	...	159
	Female	1		...	...	...	...	...	...	1
Other Schools. Madrasas	Male	...	...	28	289	12,509	36	...	1	12,863
	Female		...	...	2	58	...	...	...	60
Miscellaneous Schools (Tols).	Male	...	...	3,666	944	2	3	...	114	4,729
	Female	...	...	...	10	...	...	...	...	10
Total	...	5	181	4,162	2,801	13,459	54	1	217	20,880
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		549	12,661	57,317	3,95,683	5,33,333	4,984	2	21,347	10,25,876
PRIVATE INSTITUTIONS—										
ADVANCED TEACHING—										
(*a*) Arabic or Persian	Male	...	...	2	36	4,814	...	...	...	4,852
	Female	...	...		...	91	...	...	...	91
(*b*) Sanskrit	Male	...	...	171	60	...	...	...	...	231
2. ELEMENTARY TEACHING A VERNACULAR ONLY OR MAINLY—										
For Boys	Male	..	5	64	1,049	2,658	..	...	175	3,951
	Female		...	9	83	116	...	...	1	209
For Girls	Male	...	...	...	...	24	..	...	...	24
	Female	...	...	47	109	507	...	...	...	663
3. ELEMENTARY—TEACHING THE KORAN ONLY—										
For Boys	Male	...	...	...	1	23,182	...	...	...	23,183
	Female	...	...	...	...	4,112	...	...	...	4,112
For Girls	Male	...	...	...	...	139	...	...	...	139
	Female	...	...	...	...	1,680	...	...	...	1,680
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—										
For Boys	Male	...	577	418	2,319	4,055	872	...	152	8,393
	Female	...	8	2	79	245	35	...	11	380
For Girls	Male	...	...	4	22	59	...	...	...	85
	Female	...	293	76	227	659	...	...	...	1,255
TOTAL OF PRIVATE INSTITUTIONS.		...	883	793	3,985	42,341	907	...	339	49,248
GRAND TOTAL FOR 1911-12.		549	13,544	58,110	3,99,668	5,75,674	5,891	2	21,686	10,75,124

EDUCATION—GENERAL

Return of Expenditure on Public Instruction

Objects of Expenditure.	PUBLIC						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Colleges							
Arts Colleges	1,89,761	...	...	96,445	...	10,963	2,97,169
Colleges for Professional Training	39,857	...	...	...	...	...	39,857
Law Colleges	3,537	...	...	9,318	...	...	12,855
Total	2,33,155	...	...	1,05,763	...	10,963	3,49,881
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For Boys—							
High Schools ... English	1,45,215	...	...	1,85,879	285	2,098	3,33,477
Middle „ English	7,527	506	...	4,035	25	9	12,102
Middle „ Vernacular	14,925	1,305	12	4,069	...	...	20,311
Total for Secondary Schools for Boys	1,67,667	1,811	12	1,93,983	310	2,107	3,65,890
For Girls—							
High Schools ... English	40,376	360	...	3,489	448	...	44,613
Middle „ English	8,123	...	...	...	...	...	8,123
Middle „ Vernacular	5,500	...	...	184	131	...	5,815
Total for Secondary Schools for Girls	53,999	300	...	3,673	579	..	58,551
Total Secondary Schools both for Boys and Girls	2,21,666	2,111	12	1,97,656	889	2,107	4,24,441
Primary Schools.							
For Boys—							
Upper Primary	16,104	..	...	1,270	...	...	17,374
Lower „	6,244	...	...	132	...	...	6,376
Total for Primary Schools for Boys	22,348	...	...	1,402	...	...	23,750
For Girls—							
Upper Primary	9,148	...	...	1621	66	42	10,877
Lower „	9,147	1,178	156	34	469	548	11,532
Total for Primary Schools for Girls	18,295	1,178	156	1,655	535	590	22,409
Total Primary Schools both for Boys and Girls	40,643	1,178	156	3,057	535	590	46,159
Schools for Special Instruction.							
Training Schools for—							
(*a*) Masters	1,23 226	2,083	36	3,616	...	200	1,29,161
(*b*) Mistresses	7,684	...	...	141	5	...	7,830
Medical Schools	58,124	...	...	9,288	...	...	67,412
Engineering and Surveying Schools	52,618	...	...	7,282	...	4,290	64,190
Technical and Industrial Schools	17,231	600	...	589	108	4,100	22,718
Commercial Schools	..	...	...	...	...	..	...
Other Schools ... Madrassas	780	...	...	29,224	...	18,121	48,125
Other Schools ... Miscellaneous Schools (Tols)	...	...	...	...	...	...	...
Total	2,59,663	2,683	36	50,140	113	26,801	339,436
Total of Direct Expenditure	7,55,127	5,972	204	3,56,616	1,537	40 461	11,59,917
INDIRECT EXPENDITURE.							
Buildings	4,43,820	300	...	35	1,700	130	4,45,985
Furniture and apparatus (special grants only)	63,463	...	...	...	...	88	63,551
Total of Indirect Expenditure	5,07,283	300	...	35	1,700	218	5,09,536
Total Expenditure on Public Instruction for 1911-12.	12,62,410	6,272	204	3,56,651	3,237	40,679	16,69,453

TABLE IV.

in Eastern Bengal and Assam for the year 1911-12.

INSTITUTIONS.

MANAGEMENT.

Managed by District or Local and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...		...	...	...	...	...	...	...	...	...	...	...
...	...	..	.	...	...	...	...	...	...	...	. .	...	...
2.111	...	600	10,777	...	...	13,488	...	...	...	...	...	...	...
...	16,285	...	24,086	832	379	41,562	...	...	...	...	...	...	...
...	12,729	...	10,506	939	54	24,228	...	...	...	...	...	...	...
2,111	29,014	600	45,349	1,771	433	7 ,278	...	...		...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	. .	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	. .	...	...
...	...	...	...	...	...	...	...	...		...	...	...	...
2,111	29,014	600	45,349	1,771	433	79,278	...	...	...	...	...	...	...
...	4,817	954	2,512	...	...	8,283	360	...	...	218	102	...	680
4,166	4,52,036	5,915	1,0 ,205	12,837	966	5,76,125	1,148	...	.	867	336	...	2,351
4.166	4,5 ,853	6,869	1,02,717	12,837	966	5,84,408	1,508	...	...	1,085	438	...	3,031
240	1,106	1,308	256	13	87	3,010	..	...	...	...	...	...	...
84	18,016	344	...	184	...	18,628	...	...	...	...	...	...	...
324	19,122	1,652	256	197	87	21,638	...	...	...	...	..	...	...
4,490	4,75,975	8,521	1,02,973	13,034	1,053	6,06,046	1,508	...	...	1,085	438	...	3,031
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	17,371	162	7,791	3,169	10,510	41,903	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	17,371	162	7,791	3,169	10,510	41,903	...	...	...	...	...	...	...
9,001	5,22,860	9,283	1,56,113	17,974	11,996	7,27,227	1,508	...	...	1,085	438	..	3,031
...	1,88,771	1,296	...	8,912	1,524	2,00,503	...	...	...	...	...	...	...
341	46,086	296	47	725	113	47,608	...	...	...	...	...	...	...
341	2,34,857	1,592	47	9,637	1,637	2,48,111	...	...	...	...	...	...	...
9,342	7,57,717	10,875	1,56,160	27,611	13,633	9,75,338	1,508	...	...	1,085	438	...	3,031

Objects of Expenditure.	PUBLIC						
	Under Private						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Moktab Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
COLLEGIATE EDUCATION.							
Colleges.							
Arts Colleges	43,200	...	...	43,404	1,228	3,566	91,398
Colleges for Professional Training	...	...	...	...	...	...	...
Law Colleges	...	...	...	...	...	...	...
Total ...	43,200	...	...	43,404	1,228	3,566	91,398
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools ... English ...	76,117	686	...	3,10,811	18,715	10,501	4,16,830
Middle ,, ... { English ...	22,379	20,167	2,116	2,88,468	70,210	12,234	4,85,564
{ Vernacular ..	32,050	17,670	...	50,028	12,291	1,716	1,13,755
Total for Secondary Schools for Boys ...	1,30,546	1,08,513	2,116	6,49,307	1,01,216	24,451	10,16,149
For Girls—							
High Schools ... ... English ...	..	...	...	...	...	...	...
Middle ,, ... { English ...	5,921	...	420	1,302	4,443	...	12,086
{ Vernacular ...	2,656	2,656	1,755	811	2,733	200	10,811
Total for Secondary Schools for Girls ...	8,577	2,656	2,175	2,113	7,176	200	22,857
Total Secondary Schools both for Boys and Girls.	1,39,123	1,11,169	4,291	6,51,420	1,08,392	24 651	10,39,046
PRIMARY SCHOOLS.							
For Boys—							
Upper Primary	12,962	93,364	3,081	1,77,815	24,359	7,020	3,18,601
Lower ,, ...	41,446	2,00,668	9,324	4,87,458	63,831	75,258	8,77,985
Total for Primary Schools for Boys ...	54,408	2,94,032	12,405	6,65,273	88,190	82,278	11,96,586
For Girls							
Upper Primary	6,063	3,461	2,698	1,448	7,325	2,206	23,201
Lower ,, ...	14,991	1,08,049	5,878	3,195	11,972	4,228	1,48,313
Total for Primary Schools for Girls ...	21,054	1,11,510	8,576	4,643	19,297	6,434	1,71,514
Total Primary Schools both for Boys and Girls.	75,462	4,05,542	20,981	6,69,916	1,07,487	88,712	13.68,100
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for—							
(*a*) Masters	2,305	...	...		...	1,544	3,849
(*b*) Mistresses	...	...	...		...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	..	...	...	...	...	...	...
Technical and Industrial Schools	..	..	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	..
Other Schools ... { Madrassas	8,526	7,504	556	27,081	18,581	2,889	65,137
{ Miscellaneous Schools (tols).	6,699	7,873	1,625	44	3,706	9,478	29,425
Total ...	17,530	15,377	2,181	27,125	22,287	13,911	98,411
Total of Direct Expenditure ...	2,75,315	5,32,088	27,453	13,91,865	2,39,394	1,30,840	25,96,955
INDIRECT EXPENDITURE.							
Buildings	1,21,412	8,913	1,655	7,760	38,337	58,197	2,36,324
Furniture and apparatus (special grants only).	26,367	4,474	539	4,016	17,623	32,842	85,861
Total ...	1,47,779	13,387	2,194	11,776	56,010	91,039	3,22,185
Direction	..	...	...	...	...	...	...
Inspection	...	...		...	...	...	...
Scholarships or stipends held in— { Arts Colleges	...	...			..	...	...
{ Professional Colleges ...	...	...	...		..	..	...
{ Secondary Schools ...	...	...	...	...	...	.	...
{ Primary ,, ...	...	...	...	...	...	...	...
{ Medical ,, ...	...	...	...	...	...	...	...
{ Technical and Industrial Schools.	...	...	...	...	...	...	...
{ Other Special Schools ...	...	...	...	...	...	...	...
Total charges for Scholarships ...	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (Boarding) charges	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...
Fees conducting examinations ...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	..	...
Payments to other private schools ...	..	..	...	...	...	...	..
Contingencies and miscellaneous ..	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	1,47,779	13,387	2,194	11,776	56,010	91,039	3,22,185
Total Expenditure on Public Instruction in 1911-12.	4,23,094	5,45,475	29,647	14,03,641	2,95,404	2,21,879	29,19,140

* Including Rs. 150 given

(*a*) Includes Rs. 20,672 and Rs. 352 paid respectively

(*b*) Includes Rs. 2,192 paid from Provincial

TABLE IV—*concluded.*

in Eastern Bengal and Assam for the year 1911-12—concluded.

INSTITUTIONS—*concld.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.		GRAND TOTAL.
								Private.	Public Native States' revenues.	
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,157	1,270	9,936*	14,363	2,33,111*	...	...	1,43,006	26,813	...	4,02,930
...	..	...	...	39,857	...	...		...	...	39,857
...		...	...	3,537	...	...	9,318	...	...	12,855
3,157	1,270	9,936	14,363	2,76,505	...	...	1,52,324	26,813	...	4,55,642
5,72,289	64,849	15,172	6,52,310	2,23,443	686	600	10,79,756	1,10,420	1,200	14,16,105
1,57,358	74,866	20,892	2,53,216	29,906	1,06,948	2,116	4,73,927	1,75,703	844	7,92,444
5,263	1,088	199	6,550	46,975	31,704	12	69,866	16,287	...	1,64,844
7,34,910	1,40,803	36,263	9,12,076	3,00,324	1,39,338	2,728	16,23,549	3,05,410	2,044	23,73,393
203	..	1,217	1,420	40,376	300	...	3,692	1,665	...	46,033
4,461		...	4,461	14,044	...	420	5,763	4,443	...	24,670
...	531	...	591	8,156	2,656	1,755	995	3,479	176	17,217
4,664	591	1,217	6,472	62,576	2,956	2,175	10,450	9,587	176	87,920
7,39,574	1,41,494	37,480	9,18,548	3,62,900	1,42,294	4,903	16,33,999	3,14,997	2,220	24,61,313
5,382	2,989	1,462	9,833	29,066	98,181	4,035	1,87,197	35,692	600	3,54,771
63,271	16,447	7,756	87,474	51,856	6,52,704	15,239	6,51,933	1,77,347	1,232	15,50,311
68,653	19,436	9,218	97,307	80,922	7,50,885	19,274	8,39,130	2,13,039	1,832	19,05,082
...	748	...	748	15,451	4,567	4,006	3,325	10,487	..	37,836
402	3,169	1,108	4,679	24,222	1,27,243	6,378	3,631	21,534	144	1,83,152
402	3,917	1,108	5,427	39,673	1,31,810	10,384	6,956	32,021	144	2,20,988
69,055	23,353	10,326	1,02,734	1,20,595	8,82,695	29,658	8,46,086	2,45,060	1,976	21,26,070
...	...	...	...	1 25,531	2,083	36	3 616	1,744	...	1,33,010
...	...	...	...	7,384	...	...	141	5	...	7,530
2,796	...	...	2,796	58,124	...	...	12,084	..	...	70,208
...	...	...	..	52,618	...	...	7,252	4,290	...	64,160
700	560	967	2,227	19,631	18,471	162	9,080	19,504	...	66,848
7,558	...	341	7,899		...	...	7,558	341	...	7,899
7,829	5,155	1,056	14,040	9,306	7,504	556	64,134	45,802	..	1,27,302
...	1,780	9,192	10,972	6,699	7,873	1,625	44	24,156	...	40,397
18,883	7,495	11,556	37,934	2,7 ,593	35,931	2,379	1,03,939	95,842	...	5,17,684
8,30,669	1,73,612	69,298	10,73,579	10,39 593	10,60,920	36,940	27,36,348	6,82,712	4,196	55,60,709
..	15,064	75,897(a)	90,961	5,85,904	1,98,336	2,951	7,795	1,78,687	100	9,73,773
...	2,039	12,630(b)	14,669	92,363	50,560	835	4,063	63,868	...	2,11,689
...	17,103	88,527	1,05,630	6,78,267	2,48,896	3,786	11,858	2,42,555	100	11,85,462
...	...	...	...	93,100	...	...	...	...	...	93,100
...	...	...	...	4,94.108	25,388	1,003	...	...	...	5,20,499
...	...	...	...	36,449	...	...	396	2,897	...	39,742
...	...	...	..	570	867		...			1,437
...	...	...	...	35,267	23,538	1,855	721	4,275	49	65,705
...	...	...	...	1,883	5,910	123	...	3,387	...	11,303
...	...	...	...	8,933	...	...	...	408	...	9,341
...	...	..	...	7,623	2,842	...	...	80	177	10,122
...	...	...	...	2,920	1,544	3		1,755	...	6,222
...	...	...	...	93,045	34,701	1,981	1,117	12,802	226	1,43,872
...	...	...	...	53,331	1,465	200	2,46.984	56,091	152	3,58,223
...	...	...	...	1,904	7,996	308	...	677	...	10,885
...	...	...	...	2,077	1,560	...	673	...	...	4,310
...	...	...	...	20	159	...	..	413	...	592
...	...	..	...	285	110	229	3.663	111	...	4,398
...	...	...	...	78,229	47,814	3,109	14.830	20,329	...	1,64,311
...	...	...	...	1,35,846	59,104	3,846	2,66,150	77,621	152	5,42,719
...	17,103	88,527	1,05,630	14,94,366	3,68,089	10,616	2,79,125	3,32,978	478	24,85,652
8,30,669	1,90,715	1,57,825	11,79,209	25,33 959	14,29,009	47,556	30,15,473	10,15,690	4,674	80,46,362

to an unaided college.
from the Provincial Revenues and District Funds to unaided schools.
revenues to unaided schools.

EDUCATION—GENERAL TABLE V (A).

Return of the stages of Instruction of Pupils in Public Schools for Secondary Education in Eastern Bengal and Assam at the end of the year 1911-12.

Class of School.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage— Comprising all Pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination, or an examination of an equivalent standard.			Middle Stage— Comprising all Pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage— Comprising all Pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage— Comprising all Pupils who have not passed beyond the Lower Primary stage— Reading printed books.			Lower Primary Stage— Comprising all Pupils who have not passed beyond the Lower Primary stage— Not reading printed books.			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys. (*English and Vernacular.*)																				
Government ... English ...	36	12,001	5,419	..	5,419	2,742	...	2,742	2,143	...	2,143	1,675	...	1,675	23	...	23	12,001	...	12,001
Government ... Vernacular ...	19	1,580	...	...	...	332	...	332	240	1	241	666	1	667	340	...	340	1,578	2	1,580
District or Local Fund. English ...	27	3,697	...	...	...	713	...	713	1,358	1	1,359	1,509	7	1,516	109	...	109	3,689	8	3,697
District or Local Fund. Vernacular ...	41	3,026	...	...	...	293	...	293	554	1	555	1,444	3	1,447	727	4	731	3,018	8	3,026
Municipal ... English ...	3	1,122	289		289	335		333	249		249	249	...	249	...	...	...	1,122	...	1,122
Aided ... English ...	471	70,209	8,155	...	8,155	15,525	25	15,550	19,609	38	19,647	25,094	90	25,184	1,664	9	1,673	70,047	162	70,209
Aided ... Vernacular ...	249	15,035	...	...	...	1,699	2	1,701	3,074	1	3,075	7,183	17	7,200	3,050	9	3,059	15,006	29	15,035
Unaided ... English ...	428	75,983	14,723	...	14,723	16,820	8	16,828	18,473	12	18,485	23,500	60	23,560	2,367	20	2,387	75,883	100	75,983
Unaided ... Vernacular ...	18	1,348	...	...	...	153	...	153	288	...	288	670	2	672	235	...	235	1,346	2	1,348
Total ...	1,292	184,001	28,586	...	28,586	38,612	35	38,647	45,988	54	46,042	61,990	180	62,170	8,514	42	8,556	183,690	311	184,001
Secondary Schools for Girls. (*English and Vernacular.*)																				
Government ... English ...	5	763	...	78	78	...	78	78	...	113	113	2	458	460	...	34	34	2	761	763
Government ... Vernacular ...	3	334	...	...	...	...	10	10	...	17	17	...	140	140	...	167	167	...	334	334
Aided ... English ...	4	503	...	...	...	...	55	55	2	58	60	17	276	293	7	88	95	26	477	503
Aided ... Vernacular ...	9	712	...	...	...	...	50	50	...	38	38	12	337	349	7	268	275	19	693	712
Unaided ... English ...	2	270	...	14	14	...	30	30	3	44	47	15	99	114	16	49	65	34	236	270
Unaided ... Vernacular ...	1	58	...	...	...	...	2	2	...	4	4	...	34	34	...	18	18	...	58	58
Total ...	24	2,640	...	92	92	...	225	225	5	274	279	46	1,344	1,390	30	624	654	81	2,559	2,640
Total Secondary Schools for Boys and Girls.	1,316	186,641	28,586	92	28,678	38,612	260	38,872	45,993	328	46,321	62,036	1,524	63,560	8,544	666	9,210	183,771	2,870	186,641
Total Primary Schools—From General Table V (B).	22,199	815,199	...	...	...	9	26	35	12,849	464	13,313	335,902	42,552	378,454	324,075	99,322	423,397	672,835	142,364	815,199
Grand Total for 1911-12 ...	23,996	1,001,840	28,586	92	28,678	38,621	286	38,907	58,842	792	59,634	397,938	44,076	442,014	332,619	99,988	432,607	856,606	145,234	1,001,840

EDUCATION—GENERAL TABLE V (B).

Return of the stages of Instruction of Pupils in Public Schools for Primary Education in Eastern Bengal and Assam at the end of the year 1911-12.

Class of School.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage— Comprising all Pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Middle Schools— Comprising all Pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage— Comprising all Pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage— Comprising all Pupils who have not passed beyond the Lower Primary stage—						Total.		
												Reading printed books.			Not reading printed books.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20.	21
Primary Schools.																				
For Boys.																				
Upper Primary — Government	37	1,721	...	...	..	...	...	...	174	...	174	978	...	978	569	...	569	1,721	.....	1,721
Upper Primary — District or Local Fund.	27	1,388	...	...	...	...	...	...	256	1	257	771	4	775	351	5	356	1,378	10	1,388
Upper Primary — Municipal	2	139	...	...	...	...	...	...	19	...	19	92	...	92	28	...	28	139	.....	139
Upper Primary — Native States	3	140	...	..	...	...	...	...	7	...	7	79	...	79	53	3	54	138	2	140
Upper Primary — Aided	1,638	91,585	...	...	...	9	...	9	11,823	49	11,872	46,021	475	46,496	32,260	948	33,208	90,113	1,472	91,585
Upper Primary — Unaided	65	3,531	...	...	...	...	...	...	502	1	503	1,658	25	1,683	1,309	36	1,345	3,469	62	3,531
Lower „ — Government	57	1,561	...	...	...	...	...	...	...	...	...	1,334	96	1,430	111	20	131	1,445	116	1,561
Lower „ — District or Local Fund.	3,953	187,246	...	...	...	...	...	...	36	9	45	92,452	2,117	94,569	86,147	6,485	92,632	178,635	8,611	187,246
Lower „ — Municipal	20	1,912	...	...	...	...	...	...	...	...	...	1,107	1	1,108	804	...	804	1,911	1	1,912
Lower „ — Native States	24	756	...	...	...	...	...	...	...	...	...	331	6	337	401	18	419	732	24	756
Lower „ — Aided	9,825	350,999	...	...	...	...	...	...	29	5	34	166,728	5,084	171,812	164,224	14,929	179,153	330,981	20,018	350,999
Lower „ — Unaided	2,072	63,375	...	...	...	..	...	...	...	...	...	23,485	482	23,967	36,268	3,140	39,408	59,753	3,622	63,375
Total	17,723	704,353	...	...	...	9	...	9	12,846	65	12,911	335,036	8,290	343,326	322,524	25,583	348,107	670,415	33,938	704,353
For Girls.																				
Upper Primary — Government	10	498	...	...	...	...	2	2	2	36	38	10	182	192	...	266	266	12	486	498
Upper Primary — District or Local Fund.	3	173	...	...	...	...	2	2	...	7	7	...	61	61	...	103	103	.....	173	173
Upper Primary — Municipal	1	85	...	...	...	...	...	...	...	7	7	...	34	34	...	44	44	.....	85	85
Upper Primary — Aided	69	3,334	...	...	...	...	19	19	1	166	167	38	1,573	1,611	37	1,500	1,537	76	3,258	3,334
Upper Primary — Unaided	3	172	...	...	...	...	1	1	...	6	6	2	63	65	31	69	100	33	139	172
Lower „ — Government	26	1,186	...	...	...	...	2	2	...	19	19	...	610	610	...	555	555	.....	1,186	1,186
Lower „ — District or Local Fund.	184	5,095	...	...	...	...	...	...	...	10	10	54	1,235	1,289	165	3,631	3,796	219	4,876	5,095
Lower „ — Municipal	1	50	...	...	...	...	...	...	...	...	...	...	21	21	...	29	29	.....	50	50
Lower „ — Aided	4,625	87,759	...	...	..	..	...	...	...	141	141	653	27,906	28,559	1,008	58,051	59,059	1,661	86 098	87,759
Lower „ — Unaided	635	12,494	...	...	...	..	...	...	...	7	7	109	2,577	2,686	310	9,491	9,801	419	12,075	12,494
Total	4,957	110,846	...	...	...	...	26	26	3	399	402	866	34,262	35,128	1,551	73,739	75,290	2,420	108,426	110,846
Total Primary Schools	22,680	815,199	...	...	...	9	26	35	12,849	464	13,313	335,902	42,552	378,454	324,075	99,322	423,397	672,835	142,364	815,199
Grand Total	23,996	1,001,840	28,586	92	28,678	38,621	286	38,907	58,842	792	59,634	397,938	44,076	442,014	332,619	99,988	432,607	856,606	145,234	1,001,840

EDUCATION—GENERAL TABLE VI.

Return showing the results of Prescribed Examinations in Eastern Bengal and Assam during the year 1911-12.

Description of Examinations and class of Schools competing for them.	Number of competing institutions for—		Number of successful institutions for—		Number of Examinees.		Number passed.		Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
													Brahmans.		Non-Brahmans.									
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girl.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
RESULT AT THE—																								
B. A. Examination— Government Colleges	4	...	4	...	152	...	95	...	...	...	...	...	28	...	52	...	14	...	1	...	...	...	...	...
B. A. Examination— Aided ,, ...	2	...	2	...	48	...	28	...	...	...	...	...	16	...	12	...	...	...	...	...	...	...	...	...
B. A. Examination— Total ...	6	...	6	...	200	...	123	...	...	...	...	...	44	...	64	...	4	...	1	...	...	...	...	...
B. Sc. Examination— Government Colleges ..	3	...	3	...	42	...	33	...	...	...	...	...	9	...	23	...	1		...	...	...	...	...	...
Intermediate Examination in Arts— Government Colleges	4	...	4	...	379	...	256	...	...	...	...	...	70	...	142	...	44	...	...	...	...	...	...	..
Intermediate Examination in Arts— Aided ,, ...	5	...	5	...	587	..	274	..	...	...	..	...	83	...	167	...	24	...	...	...	...	...	...	...
Intermediate Examination in Arts— Other ,, ...	1	...	1	...	32	...	19	..	...	...	...	...	7	...	10	...	2	...	...	...	...	...	...	...
Intermediate Examination in Arts— Total ...	10	..	10	...	998	...	549	...	...	...	...	...	160	...	319	...	70	...	...	...	...	...	...	.
Intermediate Examination in Science— Government Colleges	4	...	4	...	108	...	78	...	...	...	...	...	15	...	60	...	3	...	...	...	..	...	...	...
Intermediate Examination in Science— Aided ,, ...	1	..	1	...	35	...	15	...	...	...	...	...	3	...	12	...	...	...	...	...	...	...	..	...
Intermediate Examination in Science— Total ...	5	..	5	...	143	...	93	...	.	...	...	...	18	...	72	...	3	...	...	...	...	...	...	...
Bachelor Teaching Examination—Government Colleges	1	...	1	...	17	...	15	...	...	...	...	...	5	..	9	...	1	...	...	.	...	...	...	...
Licentiate in Teaching Examination— Ditto ...	1	...	1	...	12	...	10	...	...	...	...	...	2	...	4	...	4	...	...	...	...	..	...	...
Final B. L. Examination— Ditto ...	1	...	1	...	39	...	8	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	...	...
Matriculation Examination of— High Schools, Madrassas and other Special Schools. Government Schools	33	2	33	2	723	7	568	6	...	...	5	...	138	...	303	5	120	...	2	...	...	1	...	...
Matriculation Examination of— High Schools, Madrassas and other Special Schools. Aided ,, ...	55	...	52	...	880	...	525	..	...	...	...	...	149	...	296	...	78	...	2	...	..	...	...	...
Matriculation Examination of— High Schools, Madrassas and other Special Schools. Other ,, ...	113	...	108	...	1,433	...	861	...	...	...	...	...	256	...	505	...	98	...	1	...	...	..	1	...
Matriculation Examination of— High Schools, Madrassas and other Special Schools. Total ...	201	2	193	2	3,036	7	1,954	6	..	...	5	...	543	...	1,104	5	296		5	...	...	1	1	...
Elementary Certificate Examination of— European Schools— ... Aided ...	1	1	1	1	...	5	...	3	...	3	...	...	...	...	...		...	...	...	...	...	...	...	...
Annual Examination in Standard VI or Middle School Examination of Government Schools ...	103	6	103	6	1,518	44	1,103	42	...	...	1	1	177	1	515	40	399	...	9	...	...	...	2	...
Annual Examination in Standard VI or Middle School Examination of Aided ,, ...	654	8	639	8	5,771	18	4,211	16	...	...	32	8	682	2	1,653	6	1,623	...	10	...	...	...	6	...
Annual Examination in Standard VI or Middle School Examination of Other ,, ...	337	1	328	1	4,80	8	3,396	7	...	...	12	7	752	..	1,690	...	923	...	16	...	...	...	3	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Government ...	89	8	89	8	1,525	50	1,195	43	...	...	6	1	187	4	496	34	483	4	18	...	...	...	5	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Aided	634	15	625	15	9,846	52	7,139	49	...	...	12	10	956	6	3,208	25	2,931	7	13	.	...	...	19	1
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Other	375	2	370	2	7,535	31	5,925	15	...	...	23	14	967	...	2,837	1	2,070	...	17	...	...	...	11	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Total ...	1,098	25	1,084	25	18,908	133	14,259	107	...	...	41	25	110	10	6,541	60	5,484	11	48	...	...	...	35	1
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools Government	52	7	50	7	167	14	128	14	...	...	..	..	11	...	43	13	61	1	1	...	...	..	7	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools Aided	1,400	30	1,316	25	4,511	59	3,520	55	...		64	10	224	4	1,488	25	1,703	16	22	...	...	..	19	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools Other	40	4	37	4	161	10	116	10	...	...	17	3	10	...	51	6	38	...	...	1	...	...	...	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools Total ...	1,492	41	1,403	37	4,839	83	3 759	79	...	...	81	13	245	4	1,582	44	1,802	17	23	1	...	...	26	...
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for Upper Primary Examination of— Government Schools ...	141	15	139	15	1,692	64	1,318	57	...	...	6	1	198	4	539	47	544	5	19	...	...	..	12	...
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for Upper Primary Examination of— Aided ,, ...	2,034	45	1,941	41	14,359	111	10,659	104	...	...	76	20	1,180	10	4,696	50	4,634	23	35	...	...	...	38	1
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for Upper Primary Examination of— Other ,, ...	415	6	407	6	7,696	41	6,041	25	...	...	40	17	977	.	2,888	7	2,108	...	17	1	...	...	11	...

EDUCATION—GENERAL TABLE VI—*concluded.*

Return showing the results of Prescribed Examinations in Eastern Bengal and Assam during the year 1911-12 —concluded.

Description of Examinations and class of schools competing for them.			Number of competing institutions for—		Number of successful institutions for—		Number of examinees.		Number passed.		Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
															Brahmans.		Non-Brahmans.									
			Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Annual Examination in Standard II or Lower Primary Examination of—	Schools other than Lower Primary.	Government	114	17	114	15	1,170	105	894	86	...	...	...	1	90	15	351	61	429	9	21	...	...	...	3	...
		Aided	2,032	58	1,968	55	16,685	210	12,445	183	3	...	23	32	1,108	23	5,506	89	5,711	32	79	2	...	...	15	5
		Other	374	5	366	5	6,939	47	5,551	29	2	...	38	14	743	3	2,719	9	2,028	2	12	...	...	...	9	1
		Total ...	2,520	80	2,448	75	24,794	362	18,890	298	5	...	61	47	1,941	41	8,576	159	8,168	43	112	2	...	...	27	6
	Lower Primary Schools.	Government	5,011	50	2,737	48	10,140	149	7,210	140	...	...	25	...	383	21	3,144	94	3,447	24	12	...	...	...	199	1
		Aided	5,709	571	5,289	503	17,757	957	12,768	777	...	4	174	39	424	89	4,471	318	7,589	290	71	6	...	..	39	1
		Other	307	22	275	21	909	40	682	28	...	...	8	4	39	1	316	5	315	17	...	...	...	...	4	1
		Total ...	9,027	643	8,301	572	29,806	1,146	20,660	945	...	4	207	43	846	111	7,931	447	11,351	331	83	6	...	...	242	3
	Grand Total for L. P. Examination of—	Government Schools ...	3,125	67	2,851	63	12,310	254	8,104	226	...	...	25	1	473	36	3,495	155	3,876	33	33	...	...	...	202	1
		Aided ,, ...	7,741	620	7,257	558	34,442	1,167	25,213	960	3	4	197	71	1,532	112	9,977	437	13,300	322	150	8	...	...	54	6
		Other ,, ...	681	27	641	26	7,848	87	6,233	57	2	...	46	18	782	4	3,035	14	2,343	19	12	...	...	...	13	2

Further details of the Matriculation of Boys' Schools for 1911-12.

Description of Schools for boys competing for the examination.*	Number passed in—			
	1st Division.	2nd Division.	3rd Division.	Total.
1	2	3	4	5
Government	314	218	36	568
Aided	262	237	26	525
Unaided	364	413	84	861
Total ...	940	868	146	1,954

* Will include "High Schools," "Madrasahs" or any "other Special Schools" competing for the Matriculation examination.

Statement showing the award of Scholarships in Standards VI, IV and II for the year 1911-12.

Names of Scholarships.	Number of centres at which the final selection of Scholars was made.†	Number of Candidates examined in these centres.	Total number of Scholarships awarded.	European and Eurasia.	Caste and creed of the pupils to whom Scholarships were awarded.					Number of pupils of the poorer classes to whom Scholarships were awarded.			
					Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in Standard VI	37	431	159	...	7	69	19	64	...	14	15	...	...
(2) Scholarships in Standard IV	73	509	169	...	4	72	19	70	3	9	8	...	...
(3) Scholarships in Standard II	378	2,161	693	...	8	294	68	302	21	38	97	...	3
(4) Elementary Certificate Examination of European Schools.	2	5	...	...	..	...	...	...	...	..	...	...	...

† The term "Scholars" means those who may be elected to Scholarships.

Return showing the distribution of District or Local Board, and Municipal Expenditure

Objects of Expenditure.	Expenditure by District or Local Boards on Public Instruction.														
	In Institutions managed by District or Local Boards.											In Institutions managed by—			Total District or Local Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
DIRECT EXPENDITURE.															
SCHOOL EDUCATION—GENERAL.															
Secondary Schools.															
For Boys—															
High Schools ... ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	686	686
Middle ,, ... {English	27	3,697	3,318	2,720	...	16,285	...	19,672	832	377	37,166	506	...	90,157	1,06,948
{Vernacular ...	41	3,026	2,671	2,115	...	12,729	...	19,506	939	54	24,228	1,305	...	17,670	31,704
For Girls—															
High Schools ... English	...	...	...	...	...	...	...	...	...	...	...	300	...	...	300
Middle ,, ... {English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	..	2,656	2,656
Total Secondary Schools for Boys and Girls.	68	6,723	5,983	4,835	..	29,014	...	39,178	1,771	431	61,394	2,311	...	1,11,169	1,42,294
Primary Schools.															
For Boys—															
Upper Primary	27	1,338	1,248	998	...	4,817	...	2,178	...	...	6,995	...	...	93,364	98,181
Lower ,, ...	3,953	187,246	166,900	125,049	4,134	4,52,036	140	97,910	12,837	966	5,68,023	...	...	2 00,668	6,52,704
Total Primary Schools for Boys ...	3,980	188,634	168,148	126,047	4,134	4,56,853	140	1,00,088	12,837	966	5,75,018	..	..	2,94,032	7,50,885
For Girls—															
Upper Primary	3	173	152	111	240	1,106	175	...	13	...	1,534	...	...	3.46	4,567
Lower ,, ...	184	5,095	4,623	3,287	84	18,016	108	...	184		18,392	1,178	...	1,08,049	1,27,243
Total Primary Schools for Girls ...	187	5,268	4,775	3,398	324	19,122	283	...	197	...	19,926	1,178	...	1,11,510	1,31,810
Grand Total, Primary Schools for Boys and Girls.	4,167	193,902	172,923	129,445	4,458	4,75,975	423	1,00,088	13,034	966	5,94,944	1,178	..	4,05,542	8,82,695
SCHOOL EDUCATION—SPECIAL.															
Schools for Special Instruction.															
Training Schools—															
For Masters	...	...	...	...	...	...	...	...	...	...	...	2,083	...	...	2,083
Technical and Industrial Schools	6	406	395	328	2,400	17,871	162	7,791	3,169	10,510	41,903	600	...	...	18,471
Other Schools ... {Madrassas	...	...	...	...	...	...	...	...	...	...	...	...	...	7,504	7,504
{Miscellaneous Schools (Tols).	...	...	...	...	...	...	...	...	...	...	...	...	...	7,873	7,873
Total ...	6	406	395	328	2,400	17,871	162	7,791	3,169	10,510	41,903	2,683	...	15,377	35,931
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	...	1,88,771	...	...	8,912	1,499	1,99,182	300	...	9,265*	1,98,336
Furniture and apparatus (special grants only).	...	...	...	...	206	46,086	...	...	725	...	47,017	...	...	4,474	50,560
Total ...	...	...	...	...	206	2,34,857	...	...	9,637	1,499	2,46,199	300	...	13,739	2,48,896
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,388
Scholarships held in {Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	867
{Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,538
{Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5 910
{Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,842
{Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,544
Total Charges for Scholarships ...	...	...	...	...	...	...	...		2..	...	...	...	...	...	34,701
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	59,104
Grand Total for 1911-12 ...	4,241	201,031	179,301	134,608	7,064	7,57,717	585	1,38,057	27,611	13,406	9,44,440	6,272	...	5,45,827	14,29,009

* Includes Rs. 352 paid

TABLE VII.

on Public Instruction in Eastern Bengal and Assam for the year 1911-1912.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of District or Local and Municipal Boards on Public Instruction.
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District or Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or Associations.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	593	592	503	2,111	600	...	10,777	...	...	13,488	...	...	...	600	1,286
2	529	552	463	...	...	...	4,394	...	2	4,396	...	...	2,116	2,116	1,09,064
...	...	...	...	...	...	...	...	...	...	...	12	...	...	12	31,716
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	300
...	...	...	...	...	...	...	...	...	...	...	...	...	420	420	420
...	...	...	...	...	...	...	...	...	...	...	...	...	1,755	1,755	4,411
3	1,122	1,144	966	2,111	600	...	15,171	...	2	17,884	12	...	4,291	4,903	1,47,197
2	139	133	106	...	954	...	334	...	...	1,288	...	...	3,081	4,035	1,02,216
20	1,912	1,772	1,385	32	5,775	...	2,295	...	...	8,102	...	140	9,324	15,239	6,67,943
22	2,051	1,905	1,491	32	6,729	...	2,629	...	...	9,390	...	140	12,405	19,274	7,70,159
1	85	90	49	...	1,133	...	256	...	87	1,476	...	175	2,698	4,006	8,573
1	50	45	33	...	236	...	...	...	...	236	156	108	5,878	6,378	1,33,621
2	135	135	82	...	1,369		256	...	87	1,712	156	283	8,576	10,384	1,42,194
24	2,186	2,040	1,573	32	8,098	...	2,885	...	87	11,102	156	423	20,981	29,658	9,12,353
...	...	...	...	...	...	...	...	...	...	...	36	...	...	36	2,119
...	...	...	...	...	...	...	...	...	...	...	...	162	...	162	18,633
...	...	...	...	...	...	...	...	...	...	...	...	...	556	556	8,060
...	...	...	...	...	...	...	...	...	...	...	...	...	1,625	1,625	9,498
...	...	...	...	...	...	...	...	...	...	...	36	162	2,181	2,379	38,310
...	...	...	...	...	1,296	...	...	...	25	1,321	...	...	1,655	2,951	2,01,287
..	...	...	...	135	296	...	47	...	113	591	...	...	539	835	51,395
...	..	...	...	135	1,592	...	47	...	138	1,912	...	...	2,194	3,786	2,52,682
...	...	...	...	...	...	...	...	...	...	...		...	...	1,003	26,391
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	867
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,855	25,393
...	...	...	...	...	...	...	...	...	...	...	...	...	...	123	6,033
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,842
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1,547
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,981	56,682
...	...	...	...	..	...	...	...	...	...	...	...	...	...	3,846	62,950
27	3,308	3,184	2,539	2,278	10,290	...	18,103	...	227	30,898	204	585	29,647	47,555	14,76,565

to unaided school.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Eastern Bengal and Assam for the year 1911-12.

Class of Hostel or Boarding-house.	Number of—		Number of Boarders who are Students of—					Expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males—													
Managed by Government ...	115	2,723	483	26	1,149	14	1,051	29,778	120	3,352	96,575	...	129,825
Ditto by District or Local or Municipal Boards.	9	285	...	...	193	...	92	144	985	60	5,794	...	6,983
Aided by Government, District, Local or Municipal Boards.	37	911	227	...	586	45	53	4,531	560	3,133	42,647	152	51,023
Unaided	108	2,484	86	...	2,257	105	36	...	...	30,321	86,141	...	116,462
Total ...	269	6,403	796	26	4,185	164	1,232	34,453	1,665	36,866	231,157	152	304,293
For Females—													
Managed by Government ...	5	106	...	...	58	31	17	17,038	...	...	8,204	...	25,242
Aided by Government, District, Local or Municipal Boards.	2	166	...	...	166	...	...	1,840	...	9,911	1,130	...	12,881
Unaided	7	215	...	...	89	126	...	...	...	9,314	6,493	...	15,807
Total ...	14	487	...	...	313	157	17	18,878	...	19,225	15,827	...	53,930
Grand Total ...	283	6,890	796	26	4,498	321	1,249	53,331	1,665	56,091	246,984	152	358,223

EDUCATION—GENERAL TABLE IX.

Classification of Pupils by ages in Eastern Bengal and Assam at the end of the year 1911-12.

	Infants.		Primary.				Middle.		High.				College.						Total.
	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Below 5 ...	11,422	2,432	20,720	72	9	...	...	...	...	..	...	...	...	...	...	...	...	...	34,655
5 to 6 ...	122,186	11,291	27,505	4,217	317	22	...	...	...	...	...	...	...	...	...	...	...	...	165,438
6 „ 7 ...	126,057	14,568	43,623	12,377	2,521	176	14	...	...	...	...	...	...	...	...	...	...	...	199,336
7 „ 8 ...	118,860	14,446	22,909	16,569	14,277	1,812	47	6	...	...	...	...	...	...	...	...	...	...	188,926
8 „ 9 ...	11,956	8,539	26,893	17,571	21,682	5,445	493	33	1	...	...	...	...	...	...	...	...	...	92,613
9 „ 10 ...	4,812	5,392	18,604	15,583	25,860	8,921	1,930	249	6	1	...	...	...	...	...	...	...	...	81,298
10 „ 11 ...	1,731	2,284	13,888	13,536	21,865	10,155	5,527	829	93	6	...	1	...	...	...	...	...	...	69,925
11 „ 12 ...	827	1,178	6,326	10,381	14,782	6,649	6,472	2,090	526	50	7	1	...	...	...	...	...	...	49,289
12 „ 13 ...	277	329	3,249	5,930	8,379	6,379	6,345	3,270	1,565	315	56	1	...	...	...	...	...	...	36,095
13 „ 14 ...	166	160	1,694	4,211	5,416	4,345	4,770	3,537	2,151	1,065	171	17	...	...	...	...	...	...	27,613
14 „ 15 ...	66	101	503	2,024	2,529	1,462	3,478	2,874	2,289	1,527	715	177	...	...	...	...	...	...	17,745
15 „ 16 ...	65	86	261	1,065	1,318	1,341	1,670	1,946	1,787	1,702	1,319	688	...	...	...	...	...	...	13,248
16 „ 17 ...	48	60	113	163	515	997	756	972	1,330	1,234	1,373	1,238	65	36	12	6	...	...	8,818
17 „ 18 ...	36	54	106	91	161	484	319	689	653	793	859	1,093	344	250	62	14	...	...	6,008
18 „ 19 ..	45	37	68	71	38	93	156	233	455	472	539	846	285	340	101	26	1	...	3,826
19 „ 20 ...	36	34	68	47	26	42	54	114	114	193	273	517	213	260	107	45	4	...	2,147
Over 20 ...	38	27	99	72	78	48	65	48	81	100	84	341	156	317	180	151	9	5	1,899
Total ..	398,628	61,018	186,569	103,880	119,713	48,371	32,096	16,890	11,051	7,458	5,296	4,920	1,063	1,203	462	242	14	5	998,879
	459,646		458,533				48,986		28,725				2,970				19		

N.B.—This table excludes 5,950 pupils in schools of Garo, Naga and Lushai Hills, and of schools in the Goalpara district under the charge of the Deputy Inspector of Schools, Garo Hills, the classification of which was not returned by the officer concerned.

EDUCATION—GENERAL TABLE X.

Number and qualifications of Teachers in Eastern Bengal and Assam for the year 1911-12.

	Primary Schools.					Middle Schools.					High Schools.					Colleges affiliated to the Universities.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Trained	51	2,450	22	1,579	88	66	100	3	847	347	52	...	2	73	131	2	...	...	...	...	5,818
Untrained ...	114	3,050	34	16,187	2,793	44	162	15	2,208	1,271	445	...	21	773	1,728	85	...	...	53	6	28,939
Total ...	165	5,500	56	17,766	2,881	110	262	18	3,055	1,618	497	...	23	851	1,859	87	...	...	53	6	34,807
Possessed of a University degree.	...	...	...	...	...	1	...	...	6	1	130	...	5	168	277	82	...	...	45	5	720
No degree ...	165	5,500	56	17,766	2,881	109	262	18	3,049	1,617	367	...	18	683	1,582	5	...	...	8	1	34,087
Total ...	165	5,500	56	17,766	2,881	110	262	18	3,055	1,618	497	...	23	851	1,859	87	...	...	53	6	34,807

EUROPEAN EDUCATION—GENERAL TABLES, EASTERN BENGAL AND ASSAM, 1911-12.

EUROPEAN EDUCATION—GENERAL TABLE III.

Return of Colleges, Schools and Scholars in European Schools in Eastern Bengal and Assam for the year 1911-12.

Class of Institution.	PUBLIC INSTITUTIONS—																				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on 31st March learning—									Number of Girls in Boys' schools.	Number of Boys in Girls' schools.	Classification of Scholars on 31st March according to Race or Creed.				
	Under Public Management.												Under Private Management.										English.			A Classical language.			A Vernacular language.									
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local or Municipal Boards.				Unaided.																						
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33
SCHOOL EDUCATION—GENERAL																																						
Secondary Schools.																																						
For Boys— Middle Schools—English	...	...	...	...	...	...	...	...	...	...	...	...	3	236	252	198	...	...	...	...	3	236	163	73	236	32	24	56	72	2	74	73	...	4	7	218	...	7
For Girls— Middle Schools—English	...	...	...	...	...	...	...	...	...	...	...	...	1	113	92	75	1	47	42	35	2	160	11	149	160	2	16	18	...	...	...	...	11	6	...	153		1
Grand Total of Secondary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	4	349	344	273	1	47	42	35	5	396	174	222	396	34	40	74	72	2	74	73	11	10	7	371	...	8
Primary Schools.																																						
For Girls— Upper Primary	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	29	12	17	29	...	...	...		...	...	..	12	...	...	29	...	...
Total of Colleges and Schools of Public Instruction.	1	29	28	24	...	...	...	...	...	...	...	...	4	349	344	273	1	47	42	35	6	425	186	239	425	34	40	74	72	2	74	73	23	10	7	400	...	8
Grand Total for 1911-12 ...	1	29	28	24	...	...	...	..	...	...	...	...	4	349	344	273	1	47	42	35	6	425	186	239	425	34	40	74	72	2	74	73	23	10	7	400	...	8

EUROPEAN EDUCATION—GENERAL TABLE III(A).

For European Schools in Eastern Bengal and Assam for 1911-12.

Number of Scholars on 31st March 1912, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.										
Secondary Schools—										
For Boys—										
Middle Schools—										
English ...	Mal ...	146	...	...	3	7	7	...	...	163
	Female ...	72	...	...	1	...	...	...	...	73
For Girls—										
Middle Schools—										
English ...	Male ...	11	...	...	...	...	...	...	...	11
	Female ...	142	...	6	...	...	1	...	...	149
	Total ...	371	...	6	4	7	8	...	...	396
Primary Schools—										
For Girls	Male ...	12	...	...	...	...	...	...	...	12
	Female ...	17	..	...	...	...	...			17
	Total ...	29	...	...	...	...	...	...	...	29
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.		400	...	6	4	7	8	...	...	425
GRAND TOTAL FOR 1911-12 ...		400	...	6	4	7	8	...	..	425

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of expenditure on Public European Schools in

Object of Expenditure.	PUBLIC																			
	Under Public Management.																			
	Managed by Government.							Managed by District Funds and Municipal Boards.							Maintained by Native States.					
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.																					
SECONDARY SCHOOLS.																					
For Boys—																					
Middle Schools ... English ...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Middle Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...
PRIMARY SCHOOLS.																					
For Girls—																					
Upper Primary	6,196	...	...	1,568	...	...	7,764	...	...	...		...	...	...	...	...	...	...	...	...	..
TOTAL OF DIRECT EXPENDITURE.	6,196	...	...	1,568	...	...	7,764	...	...		...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS OR STIPENDS HELD IN—																					
Secondary Schools	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Primary ,, ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
MISCELLANEOUS—																					
Hostel (Boarding) charges ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL OF INDIRECT EXPENDITURE.	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1911-12.	9,387	...	...	1,568	...	...	10,955	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—

Return of the stages of instruction of Pupils in Public European Schools for Secondary and

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage— Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage— Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR BOYS.								
Aided ... ... English	3	236	...	...	...	26	12	38
SECONDARY SCHOOLS FOR GIRLS.								
Aided ... ... English	1	113	...	...	...	...	20	20
Unaided ... ... ,, ...	1	47	...	...	...	...	10	10
Total ...	2	160	...	...	...	...	30	30
TOTAL OF SECONDARY SCHOOLS FOR BOYS AND GIRLS.	5	396	...	...	...	26	42	68
TOTAL PRIMARY SCHOOLS FOR GIRLS UPPER PRIMARY—GOVERNMENT.	1	29	...	...	...	...	1	1
GRAND TOTAL FOR 1911-12 ...	6	425	...	...	...	26	43	69

GENERAL TABLE IV.

Eastern Bengal and Assam for the year 1911-12.

INSTITUTIONS.																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—						
Aided by Government, or by District, Local or Municipal Boards.							Unaided.										
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	ALL OTHER SOURCES.		GRAND TOTAL.
															Private.	Public.	
																Native States' revenue.	Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(a)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,472	...	...	3,272	2,522	...	11,266	...	...	...	...	5,472	...	...	3,272	2,522	...	...	11,266
2,023	...	300	834	985	...	4,142	4,461	...	...	4,461	2,023	...	300	5,295	985	...	...	8,603
7,495	...	300	4,106	3,507	...	15,408	4,461	..	...	4,461	7,495	...	300	8,567	3,507	...	...	19,869
...	...	...	...	...	...	...	...	...	...	...	6,196	...	...	1,568	...	...	...	7,764
7,495	...	300	4,106	3,507	...	15,408	4,461	..	...	4,461	13,691	...	300	10,135	3,507	...	...	27,633
...	...	...	...	...	11,478	11,478	...		174	174	...	...	...	...	11,652	...	...	11,652
...	...	...	...	...	1,856	1,856	...	...	370	370	3,191	...	...	...	2,226	...	...	5,417
...	...	...	...	...	13,334	13,334	...	...	544	544	3,191	...	...	...	13,878	...	...	17,069
...	...	...	...	...	..	...	...	...	...	...	132	...	...	...	...	...	...	132
...	...	...	...	...	...	...	...	...	...	...	456	...	...	...	...	...	...	456
...	...	...	...	...	...		...	...	...	...	588	...	...	...	...	...	...	588
...	...	...	...	...	...	...	...	...	...	...	4,765	...	...	11,819	8,479	...	...	25,063
...	...	...	...	...	...	...	...	...	...	...	78	...	...	...	...	...	...	78
...	...	...	...	...	...	...	...	...	...	...	335	...	...	778	2,803	...	...	3,916
...	...	...	...	...	...	...	...	...	..	...	5,178	..	...	12,597	11,282	...	...	29,057
...	...	...	...	...	13,334	13,334	...	..	544	544	8,957	...	...	12,597	25,160	...	...	46,714
7,495	...	300	4,106	3,507	13,334	28,742	4,461	..	544	5,005	22,648	...	300	22,732	28,667	...	...	74,347

GENERAL TABLE V.

Primary Education in Eastern Bengal and Assam at the end of the year 1911-12.

UPPER PRIMARY STAGE—			LOWER PRIMARY STAGE—						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage—								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
42	18	60	95	43	138	...	...	...	163	73	236
...	20	20	...	73	73	...	...	...	...	113	113
3	9	12	8	17	25	...	...	...	11	36	47
3	29	32	8	90	98	...	...	...	11	149	160
45	47	92	103	133	236	...	...	...	174	222	396
2	8	10	10	8	18	...	...	...	12	17	29
47	55	102	113	141	254	...	...	...	186	239	425

EDUCATION—GENERAL TABLES, EASTERN BENGAL, 1911-12.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in Eastern Bengal at the end of the year 1911-12.

[For details see General Table III.]

AREA AND POPULATION.			Particulars.	PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.		GRAND TOTAL.	Percentage of
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total of Public Institutions.	Advanced.	Elementary and others.		
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other Special schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
50,174	Towns ... ... 44 Villages ... ... 84,603 Total ... 84,647	Males ... ... 14,068,109 Females ... ... 13,466,396 Total ... 27,534,505	Institutions ... For males ...	8	4	1,135	14,254	46	387	15,834	147	1,619	17,600	Institutions to number of towns and villages. 20·79 / 5·80
			Institutions ... „ females ...	...	...	14	4,715	1	1	4,731	...	256	4,987	
			Institutions ... Total ...	8	4	1,149	18,969	47	388	20,565	147	1,875	22,587	26·68
			Scholars ... Males	2,694	153	161,495	540,684	1,010	15,363	721,399	4,510	31,763	757,672	Male scholars to male population of school-going age. 35·90
			Scholars ... Females	...	...	1,806	125,528	22	89	127,445	39	7,856	1 35,340	Female scholars to female population of schools going age. 6·70
			Scholars ... Total ...	2,694	153	163,301	666,212	1,032	15,452	848,844	4,549	39,619	893,012	21·62

EDUCATION—GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in Eastern Bengal for the year 1911-12.

[For details see General Table IV.]

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure of Public Instruction.
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All others special schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. INSTITUTIONS ... ... { For males	3,36,251	52,372	20,10,608	14,17,999	97,631	3,17,579	42,31,840	...	55,860	4,06,965	92,239	7,91,326	1,75,956	4,17,393	19,39,739	64,37,299
{ ,, females	...	...	68,265	1,80,808	7,830	8,817	2,65,720									
Total ...	3,36,251	52,372	20,78,873	15,98,807	1,04,961	3,26,396	44,97,560		55,860	4,06,965	92,239	7,91,326	1,75,956	4,17,393	19,39,739	64,37,299
2.(a) PERCENTAGES of Provincial expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	9·34	2·23	14·23	4·07	5·19	5·74	40·80	...	2·87	19·54	3·26	24·32	3·86	5·35	59·20	100
(b) PERCENTAGES of District or Local Fund Expenditure included in columns 2—17 to Total District or Local Fund Expenditure on Public Instruction.	...	...	10·52	54·98	...	3·65	68·95	...	...	2·74	2·30	18·43	3·84	3·74	31·05	100
(c) PERCENTAGES of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	7·07	63·55	...	5·72	76·34	...	...	2·06	2·72	6·85	2·08	9·05	23·66	10
(d) PERCENTAGES of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	5·22	·81	32·29	24·84	1·63	5·07	69·86	...	·87	6·32	1·44	12·29	2·73	6·49	30·14	10
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.									
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—																
Government Institutions { Cost to Provincial Revenues ...	116 11 4	264 9 6	22 9 1	7 13 7	107 14 7	47 14 7	39 1 9									
{ Cost to District or Local and Municipal Funds.	...	...	0 0 8	0 6 4	...	0 4 6	0 2 4									
Total Cost ..	191 8 2	219 5 3	40 1 9	9 0 4	112 2 5	80 6 6	59 11 7									
District or Local Fund Schools { Cost to Provincial Revenues ...	...	...	...	0 0 4	...	0 1 2	0 0 10									
{ Cost to District or Local Funds	...	...	4 1 10	1 11 2	..	45 10 5	2 1 6									
Total Cost ...	...	...	9 5 7	3 6 5	...	406 1 4	10 3 1									
Municipal Schools ... { Cost to Provincial Revenues ...	...	...	1 13 6	0 1 6	...	...	1 7 1									
{ Cost to Municipal Funds ...	...	...	0 8 4	4 8 7	...	...	1 7 2									
Total Cost ...	...	...	15 10 1	7 0 6	...	...	13 10 5									
Aided Institutions ... { Cost to Provincial Revenues ...	27 0 10	...	1 10 9	0 1 1	...	0 14 3	0 6 0									
{ Cost to District or Local and Municipal Funds.	...	...	1 2 6	0 14 9	...	2 1 11	0 14 11									
Total Cost ...	63 5 5	..	12 13 7	2 10 2	...	9 8 4	4 2 3									
Unaided Institutions ... ... Total Cost ...	239 6 1	...	13 1 9	1 7 6	...	9 5 10	7 6 10									
All Institutions ... ... { Cost to Provincial Revenues ...	70 10 4	264 9 6	1 14 4	0 2 1	107 14 7	7 11 9	1 0 5									
{ Cost to District or Local and Municipal Funds.	...	...	0 10 8	0 15 5	...	2 7 7	0 13 9									
Total Cost ...	130 11 9	319 5 3	14 3 9	2 10 1	112 2 5	22 9 4	5 3 1									

EDUCATION - GENERAL TABLE III.

Return of Colleges, Schools and Scholars in Eastern Bengal for the year 1911-12.

Class of Institution.	PUBLIC INSTITUTIONS.											
	Under Public Management.											
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
COLLEGIATE EDUCATION.												
Colleges.												
Arts Colleges.												
English	3	1,333	1,270	1,091	..	...	...	...	...	...	...	...
Colleges for Professional Training:—	1	37	37	35	...	...	...	...	...	...	...	...
Teaching.												
Law	3	116	127	104	...	...	...	...	...	...	...	..
Total ...	7	1,486	1,434	1,230	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.												
Secondary Schools.												
For Boys—												
High Schools... ... English ...	19	6,986	6,072	5,266	1	593	592	503	...	...	...	...
Middle ,, ... { English ...	1	161	148	112	17	2,312	2,166	1,775	...	...	...	...
Middle ,, ... { Vernacular ...	3	129	113	94	36	2,751	2,425	1,933	...	...	...	...
Total for Boys' Secondary Schools ...	23	7,276	6,333	5,472	54	5,656	5,183	4,211	...	...	...	...
For Girls—												
High Schools ... English ...	3	517	471	371	...	...	...	...	...	...	...	...
Middle ,, ... { English ..	1	141	117	80	...	...	...	...	...	..	...	...
Middle ,, ... { Vernacular ...	2	246	190	174	...	...	...	...	...	...	...	...
Total for Girls' Secondary Schools ...	6	904	778	625	...	...	...	...	...	...	...	...
Grand Total Secondary Schools for Boys and Girls.	29	8,180	7,111	6,097	54	5,656	5,183	4,211	...	..	...	...
Primary Schools.												
For Boys—												
Upper Primary	37	1,721	1,611	1,295	16	904	790	653	3	140	126	108
Lower ,, ...	7	263	228	201	1,339	70,237	63,719	52,651	24	756	665	535
Total Primary Schools for Boys ...	44	1,984	1,839	1,496	1,355	71,141	64,509	53,304	27	896	791	643
For Girls—												
Upper Primary	8	407	373	289	2	144	141	72	...	...	...	...
Lower ,, ...	24	1,066	1,015	782	1	60	54	50	...	...	...	...
Total Primary Schools for Girls ...	32	1,473	1,388	1,071	3	204	195	122	...	...	...	...
Grand Total Primary Schools for Boys and Girls.	76	3,457	3,227	2,567	1,358	71,345	64,704	53,426	27	896	791	643
SCHOOL EDUCATION—SPECIAL.												
School for Special Instruction.												
Training schools for—												
(*a*) Masters	46	1,010	913	800	..	...	...	...	...	...	...	...
(*b*) Mistresses	1	23	22	21	...	..	...	...	...	...	...	...
Medical Schools	1	206	164	157	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	287	299	247	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	4	119	103	77	6	406	395	328	...	...	...	...
Commercial Schools	...	..	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrassas	3	1,573	1,567	1,361	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools (*tols*)	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	56	3,217	3,068	2,663	6	406	395	328	...	...	..	...
Total of Colleges and Schools of Public Instruction.	168	16,340	14,840	12,557	1,418	77,407	70,282	57,965	27	896	791	643

Class of Institution.	PUBLIC INSTITUTIONS— Under Private Management. Aided by Government, District, Local or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on 31st March.
	14	15	16	17	18	19	20	21	22	23
COLLEGIATE EDUCATION.										
Colleges.										
Arts Colleges.										
English	4	1,296	1,242	951	1	65	60	50	5	2,694
Colleges for Professional Training :— Teaching.	...	...	...	...	...	...	...	...	1	37
Law	...	...	...	...	...	...	...	...	3	116
Total ...	4	1,296	1,242	951	1	65	60	50	12	2,847
SCHOOL EDUCATION—GENERAL.										
Secondary Schools.										
For Boys—										
High Schools ... English ...	47	17,882	15,930	13,404	130	40,395	35,594	28,891	197	65,856
Middle „ ... English ...	353	42,967	38,651	31,709	275	32,093	28,277	22,853	646	77,533
Middle „ ... Vernacular ...	235	14,008	13,276	10,796	18	1,348	1,303	1,089	292	18,236
Total for Boys' Secondary Schools ...	635	74,857	67,857	55,999	423	73,836	65,174	52,833	1,135	161,625
For Girls—										
High Schools ... English ...	...	...	...	...	...	...	...	...	3	517
Middle „ ... English ...	3	361	325	287	...	...	...	...	4	502
Middle „ ... Vernacular ...	4	353	324	258	1	58	48	28	7	657
Total for Girls' Secondary Schools ..	7	714	649	545	1	58	48	28	14	1,676
Grand Total Secondary Schools for Boys and Girls.	642	75,571	68,506	56,544	424	73,894	65,222	52,861	1,149	163,301
Primary Schools.										
For Boys—										
Upper Primary	1,583	88,532	82,256	67,393	59	3,266	2,938	2,462	1,698	94,563
Lower „	9,255	338,671	308,314	256,866	1,931	58,115	51,527	42,991	12,556	468,042
Total Primary Schools for Boys ...	10,838	427,203	390,570	324,259	1,990	61,381	54,465	45,453	14,254	562,605
For Girls—										
Upper Primary	66	3,242	2,909	2,282	2	77	67	43	78	3,870
Lower „	4,000	86,904	80,964	65,639	612	11,707	10,793	8,711	4,637	99,737
Total Primary Schools for Girls ...	4,066	90,146	83,873	67,921	614	11,784	10,860	8,754	4,715	103,607
Grand Total Primary Schools for Boys and Girls.	14,904	517,349	474,443	392,180	2,604	73,165	65,325	54,207	18,969	666,212
SCHOOL EDUCATION—SPECIAL.										
Schools for Special Instructions.										
Training Schools for -										
(*a*) Masters	...	...	...	...	...	...	...	...	46	1,010
(*b*) Mistresses	...	..	...	...	...	...	...	...	1	22
Medical Schools	...	...	...	...	4	398	304	197	5	604
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	1	287
Technical and Industrial Schools ...	...	...	...	...	2	57	52	40	12	582
Commercial Schools	...	...	...	...	6	160	150	131	6	160
Other Schools { Madrassas	86	6,450	6,040	4,934	34	2,235	1,959	1,655	123	10,258
Other Schools { Miscellaneous Schools (tols).	109	2,090	2,043	1,649	132	1,471	1,377	1,149	241	3,561
Total ...	195	8,540	8,083	6,583	178	4,321	3,842	3,172	435	16,484
Total of Colleges and Schools of Public Instruction.	15,745	602,756	552,274	456,258	3,207	151,445	134,449	110,290	20,565	848,844

PRIVATE INSTITUTIONS.			
1. Advanced Teaching— (*a*) Arabic or Persian		115	4,377
(*b*) Sanskrit		32	172
2. Elementary teaching, a Vernacular only or mainly	For boys ...	131	3,718
	„ girls ...	69	687
3. Elementary teaching, the Koran	„ boys ...	1,270	24,361
	„ girls ...	140	1,792
4. Other Schools not conforming to Departmental Standards ..	„ boys ...	213	7,721
	„ girls ..	47	1,340
Total ...		2,022	44,168
Grand Total for 1911-12 ...		22,587	893,012

TABLE III—*concluded.*

in Eastern Bengal for the year 1911-12—concluded.

Number of Scholars on 31st March learning—									Number of Girls' in Boys' Schools.	Number of Boys in Girls' Schools.	Classification of Scholars on 31st March according to race or creed.				
English.			A classical language.			A vernacular language.									
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
24(*a*)	24(*b*)	24	25(*a*)	25(*b*)	25	26(*a*)	26(*b*)	26	27	28	29	30	31	32	33
2,694	...	2,694	1,809	...	1,809	2,587	...	2,587	...	..	2,357	333	...	...	4
37	...	37	...	...	...	...	...	...	...	...	28	9	...	...	...
116	...	116	...	...	...	...	...	...	...	...	104	12	...	...	...
2,847	...	2,847	1,809	...	1,809	2,587	...	2,587	...	...	2,489	354	...	...	4
64,328	...	64,328	29,877	...	29,877	65,782	...	65,782	...	...	46,357	19,027	12	67	393
48,736	80	48,816	6,621	25	6,646	77,280	49	77,329	120	...	40,309	36,395	220	115	491
748	1	749	131	...	131	18,206	30	18,236	30	...	9,747	8,342	...	4	143
113,812	81	113,893	36,629	25	36,654	161,268	79	161,347	150	...	96,413	63,764	232	189	1,027
...	252	252	...	74	74	2	515	517	...	2	461	41	1	12	2
1	253	254	...	...	...	8	381	389	...	8	363	8	106	24	1
3	69	72	..	...	...	10	647	657	...	10	498	19	1	139	...
4	574	578	...	74	74	20	1,543	1,563	...	20	1,322	68	108	175	3
113,816	655	114,471	36,629	99	36,728	161,288	1,622	162,910	150	20	97,735	63,832	340	364	1,030
...	...	...	2,766	43	2,809	93,191	1,363	94,554	1,363	...	44,422	49,029	39	274	799
...	...	...	62,356	5,391	67,747	445,609	22,379	467,988	22,394	...	148,947	312,611	2	1,066	5,416
...	...		65,122	5,434	70,556	538,800	23,742	562,542	23,757	...	193,369	361,640	41	1,340	6,215
...	13	13	4	664	668	73	3,797	3,870	...	73	2,783	801	...	253	33
...	29	29	342	13,990	14,332	1,763	97,930	99,693	...	1,763	—50	54,702	81	765	639
...	42	42	346	14,654	15,000	1,836	101,727	103,563	...	1,836	46,333	55,503	81	1,018	672
...	42	42	65,468	20,088	85,556	540,636	125,469	666,105	23,757	1,836	239,702	417,143	122	2,358	6,887
57	...	57	...	..	...	953	...	953	...	...	411	584	...	5	10
...	5	5	...	2	2	...	22	22	...	...	13	3	1	4	1
199	7	206	...	...	..	398	...	398	7	...	537	62	2	3	...
287	...	287	..	...	...	...	...	...	..	...	273	13	...	...	1
63	...	63	...	...	...	492	27	519	...	...	383	157	...	40	2
159	1	160	...	...	...	...	...	...	1	...	126	26	2	3	3
4,141	...	4,141	8,832	39	8,871	5,907	5	5,912	44	...	309	9,913	...	...	36
21	...	21	3,551	10	3,561	9	3	12	10	...	3,556	2	...	...	3
4,927	13	4,940	12,383	51	12,434	7,759	57	7,816	62	...	5,608	10,760	5	55	56
121,590	710	122,300	116,289	20,238	136,527	712,270	127,148	839,418	23,969	1,856	345,534	492,089	467	2,777	7,977
202	...	202	4,192	39	4,231	923	12	935	39	...	38	4,339	...	...	...
...	...	...	172	...	172	...	...	...	...	...	172	...	...	...	...
...	...	...	524	63	587	3,509	172	3,681	182	...	992	3,698	...	...	28
...	...	...	15	69	84	24	663	687	...	24	156	531	...	...	...
...	...	...	20,609	3,752	24,361	283	17	300	3,752	...	...	24,361	...	...	...
...	...	...	139	1,653	1,792	...	...	...	...	139	...	1,792	...	...	...
1,566	...	1,566	679	22	701	7,157	340	7,497	351	...	1,980	4,242	...	582	917
...	77	77	...	64	64	85	1,255	1,340	...	85	323	718	...	293	...
1,768	77	1,845	26,330	5,662	31,992	11,981	2,459	14,440	4,324	248	3,667	38,681	...	875	945
123,358	787	124,145	142,619	25,900	168,519	724,251	129,607	853,858	28,293	2,104	349,201	530,770	467	3,652	8,922

EDUCATION—GENERAL TABLE III(A).

FOR THE COLLEGES AND SCHOOLS IN EASTERN BENGAL FOR 1911-12.

Number of Scholars on 31st March 1912, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION—										
GENERAL—										
Arts Colleges—										
For Boys—										
English	Male	...	...	708	1,649	333	1	...	3	2,694
Colleges for Professional Training—										
Law	Male	...	...	28	76	12	...	...	...	116
Teaching	Male	...	...	9	19	9	...	...	...	37
Total		...		745	1,744	354	1	...	3	2,847
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Boys—										
High Schools	Male	12	67	12,656	33,701	19,027	370	...	23	65,856
Middle Schools—										
English	Male	148	118	6,675	33,608	36,373	385	...	106	77,413
	Female	72		6	20	22	...	...	...	120
Vernacular	Male	...	4	1,329	8,396	8,336	111	...	30	18,206
	Female	...	...	5	17	6	2	...	...	30
For Girls—										
High Schools	Male	..	...	...	2	...	...	...	...	2
	Female	1	12	60	399	41	1	1	...	515
Middle Schools—										
English	Male	...	3	...	5	...	...	...	...	8
	Female	106	21	45	313	8	1	...	...	494
Vernacular	Male	..	10	...	...	...	...	...	...	10
	Female	1	129	149	349	19		...	...	647
Total		340	364	20,925	76,810	63,832	870	1	159	163,301
Primary Schools—										
For Boys	Male	41	1,169	11,812	173,668	346,183	3,335	...	2,640	538,848
	Female	...	171	689	7,200	15,457	158	...	82	23,757
,, Girls	Male	9	9	70	453	1,260	35	...		1,836
	Female	72	1,009	6,956	38,854	54,243	524	...	113	101,771
Total		122	2,358	19,527	220,175	417,143	4,052	...	2,835	666,212

EDUCATION—GENERAL TABLE III(A)—*concluded.*

FOR THE COLLEGES AND SCHOOLS IN EASTERN BENGAL FOR 1911-1912—*concluded.*

Number of Scholars on 31st March 1912, classified according to sex, race or creed—concluded.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL—										
Training Schools	Male	...	5	73	338	584	10	...	...	1,010
	Female	1	4	2	11	3	..	1	...	22
Medical Schools	Male	...	1	101	434	61	...	...	...	597
	Female	2	2	...	2	1	...	...	...	7
Engineering and Surveying Schools.	Male	...	...	60	213	13	1	...	...	287
Industrial Schools	Male	...	40	87	288	138	1	...	1	555
	Female	...	...		8	19	..	...		27
Commercial Schools.	Male	1	3	29	97	26	3	...	...	159
	Female	1	...	...	..	...	...		...	1
Other Schools. Madrassas ...	Male	...	...	28	281	9,869	36	...	...	10,214
	Female	...	...	...	...	44	...	.	...	44
Other Schools. Miscellaneous Schools (Tols).	Male	...	...	2,647	899	2	3	...	...	3,551
	Female	...	...	...	10	..	...	...	...	10
Total ...		5	55	3,027	2,581	10,760	54	1	1	16,484
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.		467	2,777	44,224	301,310	492,089	4,977	2	2,998	848,844
PRIVATE INSTITUTIONS—										
1. ADVANCED TEACHING—										
(*a*) Arabic or Persian. ...	Male ...	...	...	2	36	4,300	...	...		4,338
	Female	...			...	39	...	...	...	39
(*b*) Sanskrit ...	Male	...	...	112	60	...	...	...	...	172
2. ELEMENTARY TEACHING— A VERNACULAR ONLY, OR MAINLY—										
For Boys ..	Male	...	...	56	871	2,582	...	...	27	3,536
	Female	...	...	9	56	116	.	...	1	182
,, Girls ...	Male ...	...	...	...	...	24	...	...	...	24
	Female	...	...	47	109	507	...	...	...	663
3. ELEMENTARY TEACHING— THE KORAN ONLY—										
For Boys ...	Male	...	...	...	...	20,609	...	...	...	20,609
	Female	...	...	...	...	3,752		...	...	3,752
,, Girls ..	Male ...	...	...	...	...	139	...	...	...	139
	Female	...	...	...	...	1,653	...	...	...	1,653
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—										
For Boys ...	Male ...	...	574	266	1,656	3,997	872	...	5	7,370
	Female	...	8	2	56	245	35	...	5	351
,, Girls ...	Male ...	..		4	22	59	...	...	...	85
	Female	...	293	76	227	659	...	...	...	1,255
TOTAL OF PRIVATE INSTITUTIONS.		...	875	574	3,093	38,681	907	...	38	44,168
GRAND TOTAL FOR 1911-12		467	3,652	44,798	304,403	530,770	5,884	2	3,036	893,012

Return of Expenditure on Public Instruction

Objects of Expenditure.	Managed by Government.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
Colleges.							
Arts Colleges.							
English	1,48,120	...	...	84,137	...	10,963	2,43,220
Colleges for Professional Training :—	39,857	...	...	...	...	...	39,857
Teaching.							
Law	3,537	...	...	8,978	...	...	12,515
Total ...	1,91,514	...	...	93,115	...	10,963	2,95,592
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools ... English ...	1,07,560	...	...	1,18,226	242	761	2,26,789
Middle ,, ... { English ...	1,542	...	...	721	...	9	2,272
{ Vernacular ...	2,478	...	...	319	...	...	2,797
Total for Secondary Schools for Boys	1,11,580	...	...	1,19,266	242	770	2,31,858
For Girls—							
High Schools ... English ...	40,376	300	...	3,429	448	...	44,613
Middle ,, ... { English ...	4,550	...	...	...	...	...	4,550
{ Vernacular ...	3,980	...	...	107	131	...	4,218
Total for Secondary Schools for Girls	48,906	300	...	3,596	579	...	53,381
Total Secondary Schools both for Boys and Girls.	1,60,486	300	...	1,22,862	821	770	2,85,239
Primary Schools.							
For Boys—							
Upper Primary	16,104	...	...	1,270	...	...	17,374
Lower ,, ...	674	...	...	132	...	...	806
Total for Primary Schools for Boys ...	16,778	...	...	1,402	...	...	18,180
For Girls—							
Upper Primary	1,977	...	...	53	66	42	2,138
Lower ,, ...	6,576	1,178	96	34	469	454	8,807
Total for Primary Schools for Girls ...	8,553	1,178	96	87	535	496	10,945
Total Primary Schools for Boys and Girls.	25,331	1,178	96	1,489	535	496	29,125
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for—							
(*a*) Masters	93,215	...	...	3,616	...	200	97,031
(*b*) Mistresses	7,684	...	...	141	5	...	7,830
Medical Schools	35,396	...	...	7,271	...	...	42,667
Engineering and Surveying Schools ...	52,618	...	...	7,282	...	4,290	64,190
Technical and Industrial Schools ...	13,407	600	...	589	108	1,819	16,523
Commercial Schools	...	...	...	...	...	...	...
Other schools ... { Madrassas ...	780	...	...	29,224	...	18,121	48,125
{ Miscellaneous school (*tols*).	...	...	...	...	...	...	...
Total ...	2,03,100	600	...	48,123	113	24,430	2,76,366
Total of Direct Expenditure ...	5,80,431	2,078	96	2,65,589	1,469	36,659	8,86,322
Indirect Expenditure.							
Buildings	3,59,628	300	...	35	1,700	130	3,61,803
Furniture and apparatus (special grants only).	48,388	...	...	...	...	...	48,388
Total of Indirect Expenditure ...	4,08,026	300	...	35	1,700	130	4,10,191
Total Expenditure on Public Instruction in 1911-12.	9,88,457	2,378	96	2,65,624	3,169	36,789	12,96,513

TABLE IV.

in Eastern Bengal for the year 1911-12.

PUBLIC INSTITUTIONS.

UNDER PUBLIC MANAGEMENT.

Managed by District or Local or Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	States' Native revenues.	District or Local Native Funds in States.	Municipal Funds in Native States.	Fees including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	..	...	...	...
...	...	...	..	...	...	...	...	...	..	...	...	...	...
...	..	...	...	...	..	...	...	...	...	...	...	...	...
2,111	...	600	10,777	...	...	13,488	...	...	...	...	...	...	...
...	6,326	...	13,498	813	374	21,011	...	...	...	...	...	...	...
...	10,312	...	9,875	918	54	21,159	...	...	...	...	...	...	...
2,111	16,638	600	34,150	1,731	428	55,658	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	..	...	...	...	...	...	...	..	...	...	...
2,111	16,638	600	34,150	1,731	428	55,658	...	...	...	...	...	...	...
...	1,523	...	1,540	...	...	3,063	360	...	...	218	102	...	680
1,270	107,376	418	97,179	8,849	966	3,063	1,148	...	...	867	336	...	2,351
1,270	1,08,899	418	98,719	8,849	966	2,19,121	1,508	...	...	1,085	438	...	3,031
240	260	1,133	256	...	87	1,976	...	...	...	...	...	...	...
...	249	...	...	...	...	249	...	...	...	...	...	...	...
240	509	1,133	256	...	87	2,225	...	...	...	...	...	...	...
1,510	109,408	1,551	98,975	8,849	1,053	2,21,346	1,508	...	...	1,085	438	..	3,031
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	17,871	162	7,791	3,169	10,510	41,903	..	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,400	17,871	162	7,791	3,169	10,510	41,903	...	...	...	...	...	..	...
6,021	1,43,917	2,313	1,40,916	13,749	11,991	3,18,907	1,508	...		1,085	438	...	3,031
...	1,62,933	719	...	4,985	1,524	1,70,154	...	...	...	...	...	...	...
135	31,140	161	47	700	113	32,296	...	...	...	...	...	...	...
135	1,94,073	873	47	5,685	1,637	2,02,450	...	...	...	...	...	...	...
6,156	337,990	3,186	1,40,963	19,434	13,628	5,21,357	1,508	...	...	1,085	438	...	3,031

Objects of Expenditure.	PUBLIC INSTITUTIONS.						
	Under Private Management.						
	Aided by Government or by District or Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
DIRECT EXPENDITURE.							
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges.							
Arts Colleges.							
English	33,600	...	...	40,456	1,228	3,384	78,668
Colleges for Professional Training :—	...	...	...	...	...	...	...
Teaching.							
Law	...	...	...	...	...	...	...
Total ...	33,600	...	...	40,456	1,228	3,384	78,668
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys—							
High Schools ... English ...	57,053	686	...	2,72,361	16,981	9,918	3,56,999
Middle „ ... {English ...	19,363	64,209	1,049	2,51,238	56,637	7,896	4,04,392
Middle „ ... {Vernacular	32,041	13,450		47,161	10,373	1,700	1,04,725
Total for Secondary Schools for Boys	1,08,457	78,345	1,049	5,74,760	83,991	19,514	8,66,116
For Girls—							
High Schools ... English ...	...	...	...	...	...	...	...
Middle „ ... {English ...	4,481	...	420	1,180	3,963	...	10,044
Middle „ ... {Vernacular	1,571	288	322	412	1,476	180	4,249
Total for Secondary Schools for Girls	6,052	288	742	1,592	5,439	180	14,293
Total Secondary Schools both for Boys and Girls.	1,14,509	78,633	1,791	5,76,352	89,430	19,694	8,80,409
Primary Schools.							
For Boys—							
Upper Primary	10,551	87,712	3,081	1,73,379	21,374	3,542	2,99,639
Lower „	22,478	2,00,668	9,046	4,87,245	60,597	8,326	7,88,360
Total for Primary Schools for Boys	33,029	2,88,380	12,127	6,60,624	81,971	11,868	10,87,999
For Girls—							
Upper Primary	5,444	2,461	2,338	1,209	7,226	1,668	21,346
Lower „	13,946	1,08,990	5,363	3,195	11,381	940	1,41,815
Total for Primary Schools for Girls	19,390	1,10,451	7,701	4,404	18,607	2,608	1,63,161
Total Primary Schools for Boys and Girls.	52,419	3,98,831	19,828	6,65,028	1,00,578	14,476	12,51,160
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for—							
(*a*) Masters	...	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Other schools ... {Madrassas ...	3,340	7,504	376	26,060	12,973	1,181	51,434
Other schools ... {Miscellaneous schools (*tols*).	3,894	7,873	1,395	44	2,875	9,478	25,559
Other schools ... Total ...	7,234	15,377	1,771	26,104	15,848	10,659	76,993
Total of Direct Expenditure.	2,07,762	4,92,841	23,390	13,07,940	2,07,084	48,213	22,87,230
Indirect Expenditure.							
Buildings	1,08,250	7,518	1,602	1,020	35,129	38,523	1,92,042
Furniture and apparatus (special grants only).	24,399	4,459	539	3,455	17,438	31,522	81,812
Total ...	1,3 ,649	11,977	2,141	4,475	52,567	70,045	2,73,854
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships or Stipends held in— Arts Colleges ...	...	...	...	...	...	...	...
Scholarships or Stipends held in— Professional Colleges	...	...	...	...	...	...	...
Scholarships or Stipends held in— Secondary Schools...	...	...	...	...	...	...	...
Scholarships or Stipends held in— Primary Schools ...	...	...	...	...	...	...	...
Scholarships or Stipends held in— Medical Schools ...	...	...	...	...	...	...	...
Scholarships or Stipends held in— Technical and Industrial Schools.	...	...	...	...	...	...	...
Scholarships or Stipends held in— Other special schools	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...
Miscellaneous—							
Hostel (boarding) charges ...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...
Charges for conducting examinations.	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...	...
Payments to other private schools...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...
Total for Indirect Expenditure ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1911-12.	3,40,411	5,04,878	25,531	13,12,415	2,59,651	1,18,258	25,61,084

TABLE IV—*concluded.*

in Eastern Bengal for the year 1911-12—concluded.

Unaided.				Total Expenditure from—							Grand Total.
								All other sources.			
									Public.		
Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' revenues.	Imperial contributions.	
30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,157	1,270	9,936	14,363	1,81,870	...	...	1,27,750	26,631	...	...	3,36,251
..	...	...	...	39,857	...	...	...	...	...	...	39,857
...	...	...	...	3,537	...	...	8,978	...	...	...	12,515
3,157	1,270	9,936	14,363	2,25,264	...	...	1,36,728	26,631	...	...	3,88,623
5,48,621	55,313	14,771	6,18,705	1,66,724	686	600	9,49,985	96,786	1,200	...	12,15,981
1,52,952	67,472	11,297	2,31,721	20,915	70 535	1,049	4,22,499	1,43,654	844	...	6,59,396
5,263	1,188	199	6,550	34,519	23,762	...	62,618	14,332	...	...	1,35,231
7,06,836	1,23,973	26,267	8,56,976	2,22,148	94,983	1,649	14,35,012	2,54,772	2,044	...	20,10,608
...	...	...	...	40,376	300	...	3,489	448	...	...	44,613
...	...	...	...	9,031	...	420	1,180	3,963	...	...	14,594
...	591	...	591	5,551	288	322	519	2,202	176	...	9,058
...	591	...	591	54,958	588	742	5,188	6,613	176	...	68,265
7,06,836	1,24,464	26,267	8,57,567	2,77,106	95,571	2,391	14,40,200	2,61,385	2,220	...	20,78,873
5,382	1,885	1,462	8,729	26,655	89,235	3,081	1,81,789	28,125	600	...	3,29,485
62,998	44,988	2,953	80,939	24,422	3,08,044	9,464	6,48,421	96,931	1,232	...	10,88,514
68,380	16,873	4,415	89,668	51,077	3,97,279	12,545	8,30,210	1,25,056	1,832	...	14,17,999
...	748	...	748	7,661	3,721	3,471	1,518	9,837	..	...	26,208
402	2,387	940	3,729	20,522	1,08,417	5,459	3,631	16,427	144	...	1,54,600
402	3,135	940	4,477	28,183	1,12,138	8,930	5,149	26,264	144	...	1,80,808
68,782	20,008	5,355	94,145	79,260	5,09,417	21,475	8,35,359	1,51,320	1,976	...	15,98,807
...	...	...	...	93,215	...	...	3,616	200	...	...	97,031
...	...	...	...	7,684	...	...	141	5	...	...	7,830
2,796	...	...	2,796	35,396	...	...	10,067	...	...	...	45,463
...	...	...	...	52,518	...	...	7,282	4,290	...	...	64,190
700	560	967	2,227	15,807	18,471	162	9,080	17,133	...	...	60,653
7,558	..	341	2,899	...	...	...	7,558	341	...	...	7,899
7,672	4,869	300	12,841	4,120	7,504	376	62,956	37,444	...	...	1,12,400
...	1,040	9,192	10,232	3,894	7,873	1,395	44	22,585	...	...	35,791
18,726	6,469	10,800	35,995	2,12,734	33,848	1,933	1,00,744	81,938	...	...	4,31,257
7,97,501	1,52,211	52,358	10,02,070	7,94,364	6,38,836	25,709	25,13,031	5,21,334	4,196	...	44,97,560
...	8,393	58,934	67,327	4,73,560	1,70,751	2,314	1,055	1,43,546	100	...	7,91,326
...	1,887	11,573	13,460	75,114	35,599	700	3,502	61,041	...	...	1,75,956
...	10,280	70,507	80,787	5,48,674	2,06,350	3,014	4,557	2,04,587	100	...	9,67,282
...	...	...	...	55,860	...	...	...	...	...		55,860
...	..	...	...	3,80,574	25,388	1,003	...	..	...	...	4,06,965
...	...	...		28,320	...	...	396	2,897	...	...	31,613
...	...	...	..	570	867	...	..	...	...	...	1,437
...	...	...		20,775	11,371	801	...	819	29	...	33,815
...	...	...		709	4,692	117	...	...	...	...	5,518
...	...	...	...	1,529	...	...	...	408	...	...	5,937
...	...	...	...	6,240	2,842	...	...	80	177	...	9,339
...	...	...	...	1,278	1,544	3	...	1,755	...		4,580
...	...	...	...	63,421	21,316	921	396	5,959	226	...	92,239
...	...	...	...	40,772	1,465	200	2,05,731	43,046	152	..	2,91,366
...	...	...	...	1,466	6,201	308	...	..	...	...	7,975
...	...	...	...	1,236	53	...	573	...	...	...	1,862
...	...	...	...	...	159	...	...	413	...	..	572
...	...	...	...	...	...	108	...	...	...		108
...	...	...	...	60,576	26,756	2,441	11,820	13,917	...	...	1,15,510
...	...	...	...	1,04,050	34,634	3,057	2,18,124	57,376	152	...	4,17,393
...	...	...	...	11,52,579	2,87,688	7,995	2,23,077	2,67,922	478	...	19,39,739
7,97,501	1,62,491	1,22,865	10,82,857	19,46,943	9,26,524	33,794	27,36,108	7,89,256	4,674	...	64,37,299

EDUCATION—GENERAL TABLE V(A).

Return of the stages of Instruction of Pupils in Public Schools for Secondary Education in Eastern Bengal at the end of the year 1911-12.

Class of Schools.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination or an examination of an equivalent standard.			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary stage—						Total.		
												Reading Printed Books.			Not reading Printed Books.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys.																				
(English and Vernacular.)																				
Government ... English	20	7,147	3,639	...	3,639	1,802	...	1,802	1,279	...	1,279	427	...	427	...	...	...	7,147	...	7,147
Government ... Vernacular	3	129	...	...	...	9	...	9	9	...	9	55	...	55	56	...	56	129	...	129
District or Local Fund. English	15	1,783	...	...	...	253	...	253	398	1	399	1,114	7	1,121	10	...	10	1,775	8	1,783
District or Local Fund. Vernacular	36	2,751	...	...	...	239	...	239	474	...	474	1,352	2	1,354	682	2	684	2,747	4	2,751
Municipal ... English	3	1,122	289	...	289	335	...	335	249	...	249	249	...	249	...	...	...	1,122	...	1,122
Aided ... English	400	60,849	7,237	...	7,237	13,454	14	13,468	16,507	21	16,528	22,387	58	22,445	1,167	4	1,171	60,752	97	60,849
Aided ... Vernacular	235	14,008	...	...	...	1,498	2	1,500	3,849	...	2,850	6,786	17	6,803	2,851	4	2,855	13,984	24	14,008
Unaided ... English	405	72,488	13,920	...	13,920	16,277	...	16,277	17,730	1	17,731	22,349	5	22,354	2,197	9	2,206	72,473	15	72,488
Unaided ... Vernacular	18	1,348	..	...	...	153	...	153	288	...	288	670	2	672	235	...	235	1,346	2	1,348
Total ...	1,135	161,625	25,085	...	25,085	34,020	16	34,036	39,783	24	39,807	55,389	91	55,480	7,198	19	7,217	161,475	150	161,625
Secondary Schools for Girls.																				
(English and Vernacular.)																				
Government English ...	4	658	...	78	78	...	72	72	...	106	106	2	400	402	...	...	...	2	656	658
Government Vernacular ...	2	246	...	...	...	...	8	8	...	15	15	...	94	94	...	129	129	...	246	246
Aided ... English ...	3	361	...	..	...	...	48	48	..	50	50	4	181	185	4	74	78	8	353	361
Aided ... Vernacular ...	4	353	..	...	...	...	13	13	...	26	26	7	184	191	3	120	123	10	343	353
Unaided ... Vernacular ...	1	58	...	...	...	...	2	2	...	4	4	...	34	34	...	18	18	...	58	53
Total ...	14	1,676	..	78	78	...	143	143	...	201	201	13	893	906	7	341	348	20	1,656	1,676
Total Secondary Schools for Boys and Girls.	1,149	163,301	25,085	78	25,163	34,020	159	34,179	39,783	225	40,008	55,402	984	56,386	7,205	360	7,565	161,495	1,806	163,301
Total Primary Schools—From General Table V (B).	18,969	666,212	...	...	...	...	22	22	11,841	381	12,222	271,109	37,785	308,894	257,734	87,340	345,074	540,684	125,528	666,212
Grand Total for 1911-12 ...	20,118	829,513	25,085	78	25,163	34,020	181	34,201	51,624	606	52,230	326,511	38,769	365,280	264,939	87,700	352,639	702,179	127,334	829,513

EDUCATION—GENERAL TABLE V (B).

Return of the Stages of Instruction of Pupils in Public Schools for Primary Education in Eastern Bengal at the end of the year 1911-12.

Class of Schools.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary stage—						Total.		
												Reading Printed Books.			Not reading Printed Books.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Primary Schools.																				
For Boys.																				
Upper Primary — Government	37	1,721	...	...	...	...	...	...	174	...	174	978	...	978	569	...	569	1,721	...	1,721
Upper Primary — District or Local Fund.	16	904	...	...	...	...	...	...	144	...	144	554	1	555	204	1	205	902	2	904
Upper Primary — Native States	3	140	...	...	...	...	...	...	7	...	7	79	...	79	52	2	54	138	2	140
Upper Primary — Aided	1,583	88,532	...	...	...	...	...	...	11,015	29	11,044	44,655	408	45,063	31,551	874	32,425	87,221	1,311	88,532
Upper Primary — Unaided	59	3,266	...	...	...	...	...	...	435	...	435	1,516	20	1,536	1,267	28	1,295	3,218	48	3,266
Lower Primary — Government	7	263	...	...	...	...	...	...	...	...	...	129	3	132	111	20	131	240	23	263
Lower Primary — District or Local Fund.	1,335	69,969	...	...	...	...	...	...	36	2	38	37,042	752	37,794	29,992	2,145	32,137	67,070	2,899	69,969
Lower Primary — Municipal	4	268	...	...	...	...	...	...	...	...	...	204	...	204	64	...	64	268	...	268
Lower Primary — Native States	24	756	...	...	...	...	...	...	...	...	...	331	6	337	401	18	419	732	24	756
Lower Primary — Aided	9,255	338,671	...	...	...	...	...	...	29	3	32	162,762	3,662	166,424	159,564	12,651	172,215	322,355	16,316	338,671
Lower Primary — Unaided	1,931	58,115	...	...	...	...	...	...	...	...	...	22,166	382	22,548	32,817	2,750	35,567	54,983	3,132	58,115
Total	14,254	562,605	...	...	...	...	...	...	11,840	34	11,874	270,416	5,234	275,650	256,592	18,489	275,081	538,848	23,757	562,605
For Girls.																				
Upper Primary — Government	8	407	...	...	...	...	1	1	...	24	24	...	150	150	...	232	232	...	407	407
Upper Primary — District or Local Fund.	1	59	...	...	...	...	2	2	..	...	...	...	20	20	...	37	37	...	59	59
Upper Primary — Municipal	1	85	...	...	...	...	...	...	...	7	7	...	34	34	...	44	44	...	85	85
Upper Primary — Aided	66	3,242	...	...	...	...	18	18	1	155	156	34	1,521	1,555	35	1,478	1,513	70	3,172	3,242
Upper Primary — Unaided	2	77	...	...	...	...	1	1	...	5	5	...	46	46	3	22	25	3	74	77
Lower Primary — Government	24	1,066	...	...	...	...	...	...	...	13	13	...	558	558	...	495	495	...	1,066	1,066
Lower Primary — District or Local Fund.	1	60	...	...	...	...	...	...	...	3	3	...	30	30	...	27	27	...	60	60
Lower Primary — Aided	4,000	86,904	...	...	...	...	...	...	...	138	138	565	27,716	28,281	845	57,640	58,485	1,410	85,494	86,904
Lower Primary — Unaided	612	11,707	...	...	...	...	...	...	...	2	2	94	2,476	2,570	259	8,876	9,135	353	11,354	11,707
Total	4,715	103,607	...	...	...	...	22	22	1	347	348	693	32,551	33,244	1,142	68,851	69,993	1,836	101,771	103,607
Total Primary Schools	18,969	666,212	...	...	...	...	22	22	11,841	381	12,222	271,109	37,785	308,894	257,734	87,340	345,074	540,684	125,528	666,212
Grand Total	20,118	829,513	25,085	78	25,163	34,020	181	34,201	51,624	606	52,230	326,511	38,769	365,280	264,939	87,700	352,639	702,179	127,334	829,513

Return showing the results of the prescribed examinations in

Description of Examinations and the class of schools competing for them.	Number of competing schools for—		Number of successful schools for—		Number of examiners.		Number passed.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9
RESULT AT THE—								
B. A. Examination ... ... Government colleges ...	3	...	3	...	139	...	87	...
Aided ,, ...	2	...	2	...	48	...	28	...
Total ..	5	...	5		187	...	115	...
B. Sc. Examination ... ... Government colleges ...	2	...	2	...	40	...	32	...
Intermediate Examination in Arts— Government colleges ...	3	...	3	...	333	...	224	...
Aided ,, ...	4	...	4	...	553	...	247	...
Other ,, ...	1	...	1	...	32	...	19	...
Total ...	8	...	8	...	918	...	490	...
Intermediate Examination in Science— Government colleges ...	3	...	3	...	95	...	67	...
Aided ,, ...	1	...	1	...	35	...	15	...
Total ...	4	...	4	...	130	...	82	...
Bachelor of Teaching Examination — Government college ...	1	...	1	...	17	...	15	...
Licentiate in Teaching Examination— ,, ,, ...	1	...	1	...	12	...	10	...
FINAL—								
B. L. Examination Government college	1	...	1	...	39	...	8	...
Matriculation Examination of High schools, Madrassas, and other special schools— Government schools...	22	2	22	2	512	7	419	6
Aided ,, ...	46	...	43	...	775	...	466	...
Other ,, ...	107	...	102	...	1,355	...	807	...
Total ...	175	2	167	2	2,642	7	1,692	6
Elementary Certificate Examination of European schools— Aided	1	1	1	1	...	5	...	3
Annual Examinations in standard VI or Middle School Examination— Government schools ...	67	4	67	4	1,217	39	910	37
Aided ,, ...	577	5	563	5	5,186	10	3,855	9
Other ,, ...	329	...	321	...	4,704	...	3,317	...
ANNUAL EXAMINATION IN STANDARD IV OR UPPER PRIMARY EXAMINATION OF—								
Schools other than Upper Primary— Government	80	5	80	5	1,377	47	1,082	39
Aided	604	11	595	11	9,207	34	6,660	33
Other	370	1	365	1	7,423	1	5,853	1
Total ...	1,054	17	1,040	17	18,007	81	13,595	73
Upper Primary schools ... Government	39	6	38	6	105	13	84	13
Aided	1,352	29	1,268	25	4,205	51	3,318	47
Other	33	2	31	2	133	6	95	6
Total ...	1,424	37	1,337	33	4,443	70	3,497	66
Grand total for Upper Primary Examination of— Government schools ...	119	11	118	11	1,482	59	1,166	52
Aided ,, ...	1,956	40	1,863	36	13,412	85	9,978	80
Other ,, ...	403	3	396	3	7,556	7	5,948	7
ANNUAL EXAMINATION IN STANDARD II OR LOWER PRIMARY EXAMINATION OF—								
Schools other than Lower Primary— Government	108	14	108	12	1,104	100	848	82
Aided	2,000	53	1,936	51	16,276	185	12,135	160
Other	370	4	362	4	6,899	17	5,518	14
Total ...	2,478	71	2,406	67	24,179	302	18,501	256
Lower Primary schools ... ... Government	1,176	17	1,142	17	5,027	60	3,689	51
Aided	5,549	567	5,170	499	17,451	893	12,453	730
Other	296	19	268	18	874	34	662	24
Total ...	7,021	603	6,580	534	23,252	987	16,804	805
Grand total for Lower Primary Examination of— Government schools ...	1,284	31	1,250	29	6,131	160	4,537	133
Aided ,, ...	7,549	620	7,106	550	33,627	1,078	24,588	890
Other ,, ...	666	23	630	22	7,773	51	6,180	38

Further details of the Matriculation of Boys' schools for 1911-12.

Description of schools for boys competing for the examination.	Number passed in			
	1st Division.	2nd Division.	3rd Division.	
Government schools	233		23	419
Aided	225	217	24	466
Unaided	344	385	78	807
Total ...	802	765	125	1,692

TABLE VI.

Eastern Bengal during the year 1911-12.

Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Buddhists.		Parsis.		Others.	
				Brahmans.		Non-Brahmans.									
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	26	...	47	...	13	...	1	...	...	...	...	...
...	...	...	...	16	...	12	...	..	...	...	...	...	...	...	...
...	...	...	...	42	...	59	...	13	..	1	...	..	...	...	...
...	...	...	...	9	...	22	...	1	...	...	...	...	...	...	...
...	...	...	...	59	...	127	...	38	...	...	...	...	...	...	...
...	...	...	...	78	...	150	...	19	...	...	...	...	...	...	...
...	...	...	...	7	...	10	...	2	...	...	...	...	...	...	...
...	...	...	...	144	...	287	...	59	...	...	...	...	...	...	...
...	...	...	...	12	...	52	...	3	...	...	...	...	...	...	...
...	...	...	...	3	...	12	...	...	...	...	...	...	...	...	...
...	...	...	...	15	...	64	...	3	...	...	...	...	...	...	...
..	...	...	...	5	...	9	...	1	...	...	...	...	...	...	...
...	...	...	...	2	...	4	...	4	...	...	...	...	...	...	...
...	...	...	..	..	..	9	...	...	...	...	...	...	...	...	...
...	...	2	...	100	...	220	5	95	...	2	...	...	1	...	...
...	...	...	...	137	...	254	...	73	...	2	...	...	...	...	...
...	...	...	...	245	...	467	...	93	...	1	...	...	...	1	...
...	...	2	...	482	...	941	5	261	...	5	...	...	1	1	...
...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	133	1	398	35	370	...	9	...	...	...	...	...
...	...	5	5	615	1	1,663	3	1,561	...	10	...	...	...	1	...
...	...	4	...	745	...	1,655	...	894	...	16	...	...	...	3	...
...	...	5	1	166	4	442	30	449	4	18	...	...	...	2	...
...	...	12	10	875	3	2,954	13	2,796	7	13	...	...	...	10	...
...	...	5	...	958	...	2,812	1	2,053	...	17	...	...	...	8	...
...	...	22	11	1,999	7	6,208	44	5,298	11	48	...	...	...	20	...
...	...	...	...	6	...	20	12	55	1	1	...	...	...	2	...
...	...	6	8	200	3	1,402	20	1,684	16	22	...	...	...	4	...
...	...	2	...	6	...	49	5	38	...	...	1	...	...	...	...
...	...	8	8	212	3	1,471	37	1,777	7	23	1	...	...	6	...
...	...	5	...	172	4	462	42	504	5	19	...	...	...	4	...
...	...	18	18	1,075	6	4,356	33	4,480	23	35	...	...	..	14	...
...	...	7	...	964	...	2,861	6	2,091	...	17	1	...	...	8	...
...	...	...	1	89	13	328	59	407	9	21	...	...	...	3	...
3	...	16	25	1,049	20	5,343	79	5,634	29	79	2	...	...	11	5
2	...	9	...	743	3	2,719	9	2,028	2	12	...	...	...	5	...
5	...	25	26	1,881	36	8,390	147	8,069	40	112	2	...	...	19	5
...	...	3	...	65	11	960	24	2,623	16	12	...	...	...	26	...
...	1	16	4	423	87	4,380	342	7,534	289	71	6	...	...	29	1
...	...	4	1	37	1	306	5	315	17	...	...	...	...	...	...
...	1	23	5	525	99	5,616	371	10,472	322	83	6	...	...	55	1
...	...	3	1	154	24	1,288	83	3,030	25	33	...	...	...	29	...
3	1	32	29	1,472	107	9,723	421	13,168	318	150	8	...	...	40	6
2	...	13	1	780	4	3,025	14	2,343	19	12	...	...	...	5	...

Statement showing the award of Scholarships in Standards VI, IV and II for the year 1911-12.

Names of Scholarships.	Number of centres at which the final selection of scholars was made.	Number of candidates examined in these centres.	Total number of scholarships awarded.	Caste and creed of the pupils to whom Scholarships were awarded.					Number of pupils of the poorer classes to whom Scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in Standard VI ...	19	318	115	...	...	68	14	33	...	14	15	...	...
(2) Ditto IV ...	58	415	122	1	1	67	6	47	1	9	8	...	...
(3) Ditto II ...	371	1,398	452	...	2	259	27	153	11	35	84	—	...

Return showing the distribution of District Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE BY DISTRICT AND LOCAL BOARDS ON PUBLIC INSTRUC										
	In Institutions managed by District or Local Boards.										
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the roll monthly during the year.	Average daily attendance.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.											
SCHOOL EDUCATION—GENERAL.											
Secondary Schools.											
For Boys.											
High Schools ... English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... English	15	1,783	1,614	1,312	...	6,326	...	9,104	813	372	16,615
Middle Schools ... Vernacular	36	2,751	2,425	1,933	...	10,312	...	9,875	918	54	21,159
For Girls.											
High Schools ... English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... English	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for boys and girls	51	4,534	4,039	3,245	...	16,638	..	18,979	1,731	426	37,774
Primary Schools.											
For Boys ... ... Upper Primary ...	16	904	790	653	...	1,523	...	1,540	...	...	3,063
For Boys ... ... Lower ,, ...	1,335	69,969	63,467	52,451	1,238	1,07,376	...	96,699	8,849	966	2,15,128
Total Primary Schools for Boys ...	1,351	70,873	64,257	53,104	1,238	1,08,899	...	98,239	8,849	966	2,18,191
For Girls ... ... Upper Primary ...	1	59	51	23	240	260	...	...	...	...	500
For Girls ... ... Lower ,, ...	1	60	54	50	...	249	...	...	...	...	249
Total Primary Schools for Girls ...	2	119	105	73	240	509	...	...	...	...	749
Grand Total Primary Schools for Boys and Girls.	1,353	70,992	64,362	53,177	1,478	1,09,408	...	98,239	8,849	966	2,18,940
SCHOOL EDUCATION—SPECIAL.											
Schools for Special Instruction.											
Training Schools—	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	6	406	395	328	2,400	17,871	162	7,791	3,169	10,510	41,903
Other Schools Madrassas	...	...	...	...	...	...	...	...	...	...	...
Other Schools Miscellaneous Schools (*tols*).	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	406	395	328	2,400	17,871	162	7,791	3,169	10,510	41,903
INDIRECT EXPENDITURE.											
Buildings	...	...	...	...	...	1,62,933	...	...	4,985	1,499	1,69,417
Furniture and apparatus (special grants only).	...	...	...	...	...	31,140	...	...	700	...	31,840
Total ...	...	...	...	...	...	1,94,073	...	...	5,685	1,499	2,01,257
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges.	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools.	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Grand Total for 1911-12 ...	1,410	75,932	68,796	56,750	3,878	3,37,990	162	1,25,009	19,434	13,401	4,99,874

TABLE VII.

Public Instruction in Eastern Bengal for the official year 1911-12.

TION.				EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.														
In Institutions managed by—				In Institutions managed by Municipal Boards.										In Institutions managed by—				
Government.	Municipal Boards.	Private persons or Associations.	Total District or Local Fund expenditure on public instruction.	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District or Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or Associations.	Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.		Rs.	Rs.					Rs.	Rs.		Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	686	686	1	593	592	503	2,111	600	...	10,777	...	...	13,488	...	...	...	600	1,286
..	...	64,209	70,535	2	529	552	463	...	...	...	4,394	...	2	4,396	...	...	7,049	1,049	71,584
...	...	13,450	23,762	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,762
300	...	...	300	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	300
...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	420	420	420
...	...	288	288	...	...	...	...	...	...	...	...	...	...	...	...	...	322	322	610
300	...	78,633	95,571	3	1,122	1,144	966	2,111	600	...	15,171		2	17,884	...	...	1,791	2,391	97,962
...	...	87,712	89,235		...	...	...	...	...	...	...	...	...	...	...	...	3,081	3,081	92,316
...	...	2,00,668	3,08,044	4	268	252	200	32	418	...	480	...	...	930	...	...	9,046	9,464	317,508
...	...	2,88,380	3,97,279	4	268	252	200	32	418	...	480	...	...	930	...	...	12,127	12,545	409,824
...	...	3,461	3,721	1	85	90	49	...	1,133	...	256	...	87	1,476	...	...	2,338	3,471	7,192
1,178	..	1,06,990	1,08,417	...	...	...	...	...	...	...	...	...	...	...	96	...	5,363	5,459	113,876
1,178	...	1,10,451	1,12,138	1	85	90	49	...	1,133	...	256	...	87	1,476	96	...	7,701	8,930	121,068
1,178	...	3,98,831	5,09,417	5	353	342	249	32	1,551		736	...	87	2,406	96	...	19,828	21,475	530,892
600	...	...	18,471	...	...	...	...	...	...	...	...	...	...	...	...	162	...	162	18,633
...	...	7,504	7,504	...	...	...	...	...	...	...	...	...	...	...	...	...	376	376	7,880
...	...	7,873	7,873	...	...	...	...	...	...	...	...	...	...	...	...	..	1,395	1,395	9,268
600	...	15,377	33,848	...	...	...	...	...	...	...	...	...	...	...	...	162	1,771	1,933	35,781
300	...	7,518	1,70,751	...	...	...	...	...	712	...	...	...	25	737	...	...	1,602	2,314	173,065
...	...	4,459	35,599	...	...	...	...	135	161	...	47	...	113	456	...	...	539	700	36,299
300	...	11,977	2,06,350	...	...	...	...	135	873	...	47	...	138	1,193	...	...	2,141	3,014	209,364
...	...	...	25,388	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,003	26,391
...	...	...	867	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	867
...	...	...	11,371	...	...	...	...	...	...	...	...	...	...	...	...	...	...	801	12,172
...	...	...	4,692	...	...	...	...	...	...	...	...	...	...	...	...	...	...	117	4,809
...	...	...	2,842	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,842
...	...	...	1,544	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1,547
...	...	...	21,316	...	...	...	...	...	...	...	...	...	...	...	...	...	...	921	52,237
...	...	...	34,634	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,057	37,691
2,378	...	5,04,818	9,21,524	8	1,475	1,486	1,215	2,278	3,024	....	15,954	...	227	21,483	96	162	25,531	33,794	2,60,318

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Eastern Bengal for the year 1911-12.

Class of Hostel or Boarding-house.	Number of—		Number of Boarders who are Students of—					Expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District, Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States' revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	86	1,903	359	26	720	14	784	19,964	120	3,270	75,217	...	98,571
Ditto by District, Local or Municipal Boards.	5	102	...	...	10	...	92	144	985	60	5,794	...	6,983
Aided by Government or by District, Local or Municipal Boards.	33	839	227	...	514	45	53	4,531	560	2,368	42,407	152	50,018
Unaided	86	1,928	72	...	1,760	60	36	...	...	22,616	74,621	...	97,237
Total ...	210	4,772	668	26	3,004	119	965	24,639	1,665	28,314	1,98,039	152	2,52,809
For Females—													
Managed by Government	4	83	...	...	58	8	17	14,293	...	...	6,560	...	20,853
Aided by Government or by District, Local or Municipal Boards.	2	166	...	...	166	...	...	1,840	...	9,911	1,130	..	12,881
Unaided	3	73	...	...	...	73	...	...	..	4,821	2	...	4,823
Total	9	322	..	...	224	81	17	16,133	...	14,732	7,692	...	38,557
Grand Total ...	219	5,094	668	26	3,228	200	982	40,772	1,665	43,046	2,05,731	152	2,91,366

EDUCATION—GENERAL TABLE IX.

Classification of Pupils by ages in Eastern Bengal for 1911-12.

	Infants.		Primary.				Middle.		High.				Arts Colleges affiliated to Universities.						Total.
	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Below 5	5,973	914	15,916	47	9	...	...	...	...	...	...	...	...	...	...	...	...	...	22,859
5 to 6	114,439	8,351	14,625	3,262	154	22	...	...	...	...	...	...	...	...	...	...	...	...	140,853
6 to 7	118,921	10,720	30,867	10,082	1,999	161	14	...	...	...	...	...	...	...	...	...	...	...	172,764
7 to 8	114,281	9,791	10,927	12,981	12,620	1,515	39	5	...	...	...	...	...	...	...	...	...	...	161,259
8 to 9	9,255	6,584	19,697	12,781	18,001	4,570	414	22	...	...	...	...	...	...	...	...	...	...	71,324
9 to 10	3,903	4,029	13,952	11,610	22,461	7,452	1,659	211	3	1	...	...	...	...	...	...	...	...	65,281
10 to 11	1,175	1,547	10,851	10,207	18,493	8,593	5,055	689	84	4	...	...	...	...	...	...	...	...	56,758
11 to 12	534	775	4,759	8,150	12,681	5,536	5,942	1,825	458	38	6	1	...	...	...	...	...	...	40,705
12 to 13	93	106	2,378	4,624	7,163	5,575	5,894	2,969	1,432	266	47	1	...	...	...	...	...	...	30,548
13 to 14	79	13	1,200	3,576	4,596	3,713	4,343	3,248	2,005	990	137	16	...	...	...	...	...	...	23,916
14 to 15	...	9	250	1,545	1,968	1,096	3,162	2,632	2,056	1,431	660	167	...	...	...	...	...	...	14,976
15 to 16	...	4	124	867	1,114	1,125	1,498	1,748	1,611	1,584	1,244	639	...	...	...	...	...	...	11,558
16 to 17	...	2	27	47	432	932	651	886	1,199	1,086	1,171	1,108	65	36	12	6	...	...	7,660
17 to 18	...	5	50	34	104	458	267	632	582	661	806	1,003	306	249	61	14	..	...	5,232
18 to 19	...	...	33	27	25	82	122	212	411	380	505	760	251	362	99	26	1	...	3,236
19 to 20	...	...	25	22	13	39	44	106	85	130	258	491	189	227	101	45	4	...	1,769
Over 20	...	...	44	45	68	45	63	42	58	59	78	307	120	264	166	133	9	5	1,569
Total	368,653	42,850	125,725	79,067	101,901	40,914	29,167	15,227	9,984	6,630	4,912	4,483	931	1,078	439	227	14	5	832,207
	411,503		347,607				44,394(*b*)		26,009(*a*)				2,675				19		

(*a*) Includes 846 pupils reading in standard VII (middle stage) of Middle Vernacular Schools.
(*b*) ,, 11,039 ,, ,, ,, V (Upper Primary stage) of Upper Primary Schools.

EDUCATION—GENERAL TABLE X.

Number and qualifications of Teachers in Eastern Bengal for the year 1911-12.

	Primary Schools.					Middle Schools.					High Schools.				Colleges affiliated to Universities.			Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Municipal.	Aided.	Unaided.	Government.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Trained	37	859	1	1,472	66	9	69	3	735	329	32	2	64	123	...	...	...	3,801
Untrained	65	1,244	10	15,485	2,632	18	122	15	1,997	1,213	293	21	676	1,642	70	46	6	25,555
Total ...	102	2,103	11	16,957	2,698	27	191	18	2,732	1,542	325	23	740	1,765	70	46	6	29,356
Possessed of a University degree.	...	...	...	...	...	1	...	...	5	1	97	5	148	263	65	39	5	629
No degree	102	2,103	11	16,957	2,698	26	191	18	2,727	1,541	228	18	592	1,502	5	7	1	28,727
Total ...	102	2,103	11	16,957	2,698	27	191	18	2,732	1,542	325	23	740	1,765	70	46	6	29,356

EUROPEAN EDUCATION—GENERAL TABLES, EASTERN BENGAL, 1911-1912.

EUROPEAN EDUCATION—GENERAL TABLE III.

Return of Colleges, Schools and Scholars of European Schools in Eastern Bengal for the year 1911-12.

Class of Institutions.	PUBLIC INSTITUTIONS.																				Grand Total of institutions.	Grand Total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING—									Number of girls in boys' schools.	Number of boys in girls' schools.	CLASSIFICATION OF SCHOLARS ON 31ST OF MARCH ACCORDING TO RACE OR CREED.				
	Under Public Management.												Under Private Management.										English.			A classical language.			A vernacular language.								
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local or Municipal Boards.				Unaided.																				
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33
SCHOOL EDUCATION, GENERAL.																																					
SECONDARY SCHOOLS.																																					
For Boys— Middle Schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	3	236	252	198	...	...	...	...	3	236	163	73	236	32	24	56	72	2	74	73	...	4	7	218	...	7
For Girls— Middle Schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	1	113	92	75	...	...	...	...	1	113	...	113	113	...	...	...	...	...	...	...	...	6	...	106	...	1
GRAND TOTAL SECONDARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	—	...	...	4	349	344	273	...	...	...	...	4	349	163	186	349	32	24	56	72	2	74	73	...	10	7	324	...	8
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	—	...	...	...	...	...	...	...	...	...	...	...	4	349	344	273	...	...	...	...	4	349	163	186	349	32	24	56	72	2	74	73	...	10	7	324		8
GRAND TOTAL FOR 1911-1912.	...	...	...	...	...	...	...	...	...	...	...	...	4	349	344	273	...	...	...	...	4	349	163	186	349	32	24	56	72	2	74	73	...	10	7	324		8

EUROPEAN EDUCATION—GENERAL TABLE III-A.

FOR THE EUROPEAN SCHOOLS IN EASTERN BENGAL FOR 1911-12.

Number of Scholars on the 31st March 1912, classified according to sex, race or creed.

	Europeans and Eurasians.	Native Christians.	Hindus		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, GENERAL.									
SECONDARY SCHOOLS.									
For Boys.									
Middle Schools—									
English ... Male ...	146	...	...	3	7	7	...	...	163
Female ...	72	...	...	1	...	...	...	...	73
For Girls.									
Middle Schools—									
English, Female ...	106	...	6	...	...	1	...	...	113
Total ...	324	...	6	4	7	8	...	...	349
GRAND TOTAL FOR 1911-12	324	...	6	4	7	8	...	...	349

EUROPEAN EDUCATION—GENERAL TABLE IV.

EUROPEAN EDUCATION—

Return of expenditure on Public Instruction in European

Objects of Expenditure.	Public Institutions.																			
	Under Public Management.																			
	Managed by Government.							Managed by Local Funds and Municipal Boards.							Maintained by Native States.					
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees, including fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION—GENERAL.																					
Secondary Schools.																					
For Boys— Middle Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls— Middle Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Direct Expenditure ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarship or Stipends held in—																					
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Indirect Expenditure ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1911-12.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EUROPEAN EDUCATION—

Return of the stages of instruction of Pupils in Public European Schools for

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage— Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination, or an examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools for Boys.								
English and Vernacular.								
Aided, English	3	234	...	...	...	26	12	38
Secondary Schools for Girls.								
English and Vernacular.								
Aided, English	1	113	...	...	...	...	20	20
Total Secondary Schools for boys and girls ...	4	349	...	...	...	26	32	58
Grand Total for 1911-12 ...	4	349	...	...	...	26	32	58

GENERAL TABLE IV.

Schools in Eastern Bengal for the year 1911-12.

PUBLIC INSTITUTIONS.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
UNDER PRIVATE MANAGEMENT.																		
Aided by Government or by District or Local or Municipal Boards							Unaided.								ALL OTHER SOURCES.			
Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscription.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Public.		
																Native States' revenues.	Imperial contribution.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,472	...	...	3,272	2,522	...	11,266	...	...	...	...	5,472	...	...	3,272	2,522	...	...	11,266
2,023	...	300	834	985	...	4,142	...	...	...	...	2,023	...	300	834	985	...	...	4,142
7,495	...	300	4,106	3,507	...	15,408	...	...	...	...	7,495	...	300	4,106	3,507	...		15,408
7,495	...	300	4,106	3,507	...	15,408	...	...	...	...	7,495		300	4,106	3,507	...	...	15,408
...	...	...	...	...	11,478	11,478	...	...	...	...	...	...	...	...	11,478	...	...	11,478
...	...	...	...	...	1,856	1,856	...	...	...	...	...	...	...	...	1,856	...	...	1,856
...	...	...	...	...	13,334	13,334	...	...	...	...	...	...	...	...	13,334	...	...	13,334
...	...	...	...	...	...	...	...	...	...	...	132	...	...	...	...	...	...	132
...	...	...	...	...	...	...	...	...	...	...	132	...	...	...	...	...	...	132
...	...	...	...	...	...	...	...	...	..	...	2,020	...	...	3,684	8,479	...	...	14,183
...	...	...	...	...	...	...	...	...	...	...	78	...	...	...	...	...	...	78
...		...	...	...	...	...	...	...	...	...	224	...	...	...	2,780	...	...	3,004
...	...	...	...	...	...	...	...	...	...	...	2,322	...	...	3,684	11,259	...	...	17,265
...	...	...	...	...	13,334	13,334	...	...	...	...	2,454	...	...	3,684	24,593	...	...	30,731
7,495	...	300	4,106	3,507	13,334	28,742	...	...	...	...	9,949	...	300	7,790	28,100	...	...	46,139

GENERAL TABLE V.

Secondary Education in Eastern Bengal at the end of the year 1911-12.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage—								
			Reading printed books.			Not reading printed books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
42	18	60	95	43	138	...	...	...	163	73	236
...	20	20	...	73	73	...	...		...	113	
42	38	80	95	116	211	...	...	...	163	186	349
42	38	80	95	116	211	...	...	...	163	186	349

GENERAL TABLES, ASSAM, 1911-12.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in Assam at the end of the year 1911-12.

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.		GRAND TOTAL	Percentage of
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total of Public Institutions.				
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary and others.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions — For males	2	1	157	3,469	9	95	3,733	13	129	3,875	Institutions to number of towns and villages. 13·19
			Institutions — ,, females ...	...	...	10	242	...	...	252	...	1	253	·86
			Total ...	2	1	167	3,711	9	95	3,985	13	130	4,128	14·05
61,471	Towns 21	Males 3,638,287												
	Villages ... 29,352	Females 3,421,570												
	Total ... 29,373	Total ... 7,059,857												
			Scholars — Males	295	14	22,276	132,151	387	3,978	159,101	573	4,012	163,686	Male scholars to male population of school-going age. 29·99
			Scholars — Females	...	...	1,064	16,836	15	16	17,931	52	443	18,426	Female scholars to female population of school-going age. 3·59
			Total ...	295	14	23,340	148,987	402	3,994	177,032	625	4,455	182,112	14·19

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in Assam for the year 1911-12.

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
INSTITUTIONS ... { For males	66,679	340	3,62,785	4,87,083	35,979	50,448	10,03,314	.....	37,240	1,13,534	51,633	1,82,447	35,733	1,25,326	5,45,913	16,09,062
... { ,, females	...	...	19,655	40,180	...	...	59,835									
Total ...	66,679	340	3,82,440	5,27,263	35,979	50,448	10,63,149	.....	37,240	1,13,534	51,633	1,82,447	35,733	1,25,326	5,45,913	16,09,062
2. (a) Percentages of Provincial expenditure included in columns 2—17 to Total Provincial expenditure on Public Instruction.	8·73	...	14·61	7·34	5·50	5·89	41·78	.....	6·34	19·34	5·04	19·14	2·94	5·42	58·22	100
(b) Percentages of District or Local Fund expenditure included in columns 2—17 to Total District or Local Fund expenditure on Public instruction.	...	...	9·30	74·29	·41	...	84	.....	...	...	2·66	5·49	2·98	4·87	16	100
(c) Percentages of Municipal expenditure included in columns 2—17 to Total Municipal expenditure on Public Instruction.	...	...	13·25	59·46	·26	2·98	80·95	.....	...	...	7·70	4·63	·98	5·74	19·05	100
(d) Percentages of Total expenditure in columns 2—17 to Total expenditure on Public Instruction.	4·14	·03	23·77	32·77	2·23	3·13	66·07	.....	2·32	7·05	3·21	11·34	2·22	7·79	33·93	100
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.									
Government Institutions { Cost to Provincial Revenues	233 15 0	...	10 14 6	12 13 11	124 0 2	179 6 5	22 10 5									
,, District or Local and Municipal Funds.	...	...	0 4 10	0 0 9	8 12 1	...	0 8 3									
Total cost ...	303 1	28 5 4	23 6 5	14 6 2	132 12 3	209 0 10	35 7 7									
District or Local Fund Schools. { Cost to Provincial Revenues ...	...	...	...	0 0 5	...	...	0 0 5									
,, District or Local Funds	...	...	6 5 10	3 6 0	...	...	3 6 10									
Total cost ...	...	...	12 2 4	3 7 5	...	...	3 9 10									
Municipal Schools ... { Cost to Provincial Revenues ...	...	...	...	...	...	...										
,, Municipal Funds ...	...	...	...	3 13 8	...	...	3 13 8									
Total cost ...	...	...	...	5 1 11	...	...	5 1 11									
Aided Institutions ... { Cost to Provincial Revenues ...	97 15 4	...	2 8 4	1 6 11	20 3 6	3 3 4	2 5 11									
,, District or Local and Municipal Funds.	...	...	3 9 6	0 7 10	...	0 2 7	1 8 3									
Total cost ...	129 11 1	...	16 4 4	7 4 6	33 12 2	7 0 11	10 13 10									
Unaided Institutions ... ... Total cost ...	...	...	18 9 7	1 8 1	...	1 11 0	7 1 3									
All Institutions ... ... { Cost to Provincial Revenues ...	185 10 6	...	4 1 7	0 4 11	90 12 4	9 3 5	1 8 9									
,, District or Local and Municipal Funds.	...	...	2 5 8	2 13 9	5 15 3	0 1 9	0 1 1									
Total cost ...	241 9 5	28 5 4	18 4 6	3 15 4	101 1 0	1 3 5	6 11 3									

Return of Colleges, Schools and Scholars

Class of Institution.	PUBLIC INSTITUTIONS—																			
	Under Public Management.								Under Private Management.											
	Managed by Government.				Managed by District, Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
COLLEGIATE EDUCATION.																				
Colleges.																				
Arts Colleges—English	1	197	178	178	...	...	...	...	...	...	...	...	1	98	98	83	...	...	...	...
Colleges for Professional Training	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Law	1	14	12	7	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...
Total	2	211	190	185	...	...	...	...	...	...	...	...	1	98	98	83	...	...	...	...
SCHOOL EDUCATION—GENERAL.																				
Secondary Schools.																				
For Boys—																				
High Schools ... English	11	4,121	3,907	3,404	...	...	...	...	...	...	...	...	9	2,537	2,332	1,940	7	2,043	1,734	1,404
Middle „ ... English	5	733	542	532	12	1,914	1,698	1,408	...	..		...	62	6,823	6,033	4,670	16	1,452	1,274	915
Middle „ ... Vernacular	16	1,451	1,309	996	5	275	246	182	...	...	...	...	14	1,027	930	761	...	...	...	...
Total for Boys' Schools ...	32	6,305	5,758	4,932	17	2,189	1,944	1,590	...	...	...	...	85	10,387	9,295	7,371	23	3,495	3,008	2,319
For Girls—																				
High Schools ... English	...	...	...	...	...	...	...	..	...	...	...	...	...	...	..	...	1	223	228	163
Middle „ ... English	1	105	103	61	...		..	...	...	...	...	...	1	142	126	91	1	47	42	35
Middle „ ... Vernacular	1	88	87	62	...	...	...	...	...	...	...	...	5	359	326	248	...	...	...	...
Total for Girls' Schools	2	193	190	123	...	...	...	...	...	...	..	...	6	501	452	339	2	270	270	198
Grand Total Secondary Schools for Boys and Girls.	34	6,498	5,948	5,055	17	2,189	1,944	1,590	...	...	...	...	91	10,888	9,747	7,710	25	3,765	3,278	2,517
Primary Schools.																				
For Boys—																				
Upper Primary	...	...	...	..	13	623	591	451	...	...	...	...	55	3,053	2,861	2,140	6	265	200	167
Lower „	50	1,298	982	974	2,634	118,921	104,953	73,783	...	...	...	...	570	12,328	12,329	8,830	141	5,260	4,718	3,620
Total Primary Schools for Boys	50	1,298	982	974	2,647	119,544	105,544	74,234	...	...	...	...	625	15,381	15,190	10,970	147	5,525	4,918	3,787
For Girls—																				
Upper Primary	2	91	88	67	2	114	101	88	...	...	...	...	3	92	119	83	1	95	84	59
Lower „	2	120	114	80	184	5,085	4,614	3,270	...	...	...	...	25	855	749	554	23	787	704	564
Total Primary Schools for Girls	4	211	202	147	186	5,199	4,715	3,358	...	...	...	...	28	947	868	637	24	882	788	623
Grand Total, Primary Schools for Boys and Girls.	54	1,509	1,184	1,121	2,833	124,743	110,259	77,592	...	..	..	...	653	16,328	16,058	11,607	171	6,407	5,706	4,410
SCHOOL EDUCATION—SPECIAL.																				
School for Special Instruction.																				
Training Schools for Masters	7	266	242	225	...	...	...	...	...	...	...	...	2	136	114	71	...	...	...	...
Medical Schools	1	108	110	83	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	5	43	38	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrassas	...	...	...	...	...	...	...	...	...	...	...	...	27	2,025	1,979	1,501	11	640	545	457
Other Schools { Miscellaneous Schools (*tols*).	...		...	...	...	...	...	...	...	...	...	...	23	572	509	429	28	606	568	461
Total ...	13	417	390	343	...	...	...	...	...	...	...	...	52	2,733	2,602	2,001	39	1,246	1,113	918
Total of Colleges and Schools of Public Instruction.	103	8,635	7,712	6,704	2,850	126,932	112,203	79,182	...	...	...	...	797	30,047	28,505	21,401	235	11,418	10,097	7,845

PRIVATE INSTITUTIONS

1. Advance teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental Classic (*vide* foot-note) ... ...
2. Elementary, teaching a Vernacular only or mainly. { For boys ... ... ; „ girls ... ...
3. Elementary, teaching the *Koran* ... ... { For boys ... ... ; „ girls ... ...
4. Other Schools not conforming to Departmental Standards.— { For boys ... ... ; „ girls ... ...

Total ...

Grand Total for 1911-12 ...

RAL TABLE III.

in Assam for the official year 1911-1912.

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on 31st March learning—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Classification of Scholars on 31st March according to race or creed.				
		English.			A Classical language.			A Vernacular language.									
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28	29	30	31	32	33
2	295	295	...	295	163	...	163	287	...	287	.....	...	265	27	...	...	
... 1	... 14	... 14	...	... 14	...	...	...	...	...	...	.....	...	... 14	...	...	...	..
3	309	309	...	309	163	...	163	287	...	287	.....	...	279	27	...	...	3
27	8,701	8,690	1	8,691	3,697	...	3,697	8,700	1	8,701	1	...	6,759	1,702	...	102	138
95	10,922	7,830	68	7,898	72	...	72	10,773	149	10,922	149	...	7,346	2,307	4	784	481
35	2,753	...	...	...	...	...	..	2,742	11	2,753	11	...	2,145	455	...	27	126
157	22,376	16,520	69	16,589	3,769	...	3,769	22,215	161	22,376	161	...	16,250	4,464	4	913	745
1	223	...	34	34	...	10	10	23	200	223	.....	23	...	...	..	185	38
3	294	16	81	97	2	16	18	18	229	247	.....	29	226	...	47	21	...
6	447	...	...	...	...	...	...	9	438	447	.....	9	401	40	...	5	1
10	964	16	115	131	2	26	28	50	867	917	.....	61	627	40	47	211	39
167	23,340	16,536	184	16,720	3,771	26	3,797	22,265	1,028	23,293	161	61	16,877	4,504	51	1,124	784
74	3,941	359	48	407	..	...	...	3,758	183	3,941	183	...	2,268	549	...	641	483
3 395	137,807	211	769	287	389	68	457	127,809	9,998	137,807	9,998	...	81,559	32,393	...	7,239	16,616
3,469	141,748	570	124	694	389	68	457	131,567	10,181	141,748	10,181	...	83,827	32,942	...	7,880	17,099
8	392	16	67	83	...	...	...	36	327	363	.....	48	218	39	29	76	30
234	6,847	...	3	3	...	...	...	536	6,311	6,847	.....	536	4,910	1,033	2	678	224
242	7,239	16	70	86	...	...	...	572	6,638	7,210	...	584	5,128	1,072	31	754	254
3,711	148,987	586	194	780	389	68	457	132,139	16,819	148,958	10,181	584	88,955	34,014	31	8,634	17,353
9	402	84	4	88	...	...	...	387	15	402	15	...	182	28	...	111	81
1	108	108	...	108	...	...	...	...	...	...	.. ...	...	83	15	...	...	10
5	43	15	...	15	...	...	...	28	...	28	.....	..	16	2	...	15	10
38	2,665	5	...	5	2,623	16	2,639	2,494	14	2,508	16	...	10	2,654	..	...	1
51	1,178	...	...	...	1,122	...	1,122	341	...	341	.....	...	1,064	...	...	...	114
104	4,396	212	4	216	3,745	16	3,761	3,250	29	3,279	31	...	1,355	2,699	...	126	216
3,985	177,032	17,643	382	18,025	8,068	110	8,178	157,941	17,876	175,817	10,373	645	107,466	41,244	82	9,884	18,356
10	566	..	...	...	514	52	566	49	3	52	52	...	...	566	...	...	...
3	59	...	...	...	59	...	59	...	...	...	.....	...	59	...	...	...	...
.....	.....	...	...	...	...	...	...	...	...	...	.....	...	...	...	...	...	...
18	442	...	...	...	...	...	...	415	27	442	27	..	213	76	...	5	148
.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
94	2,934	...	...	...	2,558	334	2,892	45	26	71	360	...	1	2,933	...	...	...
1	27	...	...	...	...	27	27	...	...	...	...	...	...	27	...	...	...
17	1,052	573	1	574	173	..	173	1,007	29	1,036	29	...	838	58	...	3	153
.....	.....	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...	..
143	5,080	573	1	574	3,304	413	3,717	1,516	85	1,601	468	...	1,111	3,660	...	8	301
4,128	182,112	18,216	383	18,599	11,372	523	11,895	159,457	17,961	177,418	10,841	645	108,577	44,904	82	9,892	18,657

EDUCATION—GENERAL TABLE III(A).

Number of Scholars in Assam on the 31st March 1912 classified according to sex, race or creed.

	Europeans and Eurasians.	Native Christians.*	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
1. Collegiate Education—									
Arts Colleges—									
English ... Male ...	...	...	86	179	27	...	...	3	295
2. Colleges for Professional Training—									
Law ... Male ...	...	...	3	11	...	...	...	...	14
Total ...	...	...	89	190	27	...	...	3	309
School Education—General—									
Secondary Schools—									
For Boys—									
High Schools { Male ...	...	102	1,502	5,256	1,702	3	...	135	8,700
{ Female ...	...	...	...	1	...	...	...	...	1
Middle Schools—									
English { Male ...	4	666	1,402	5,937	2,301	...	...	463	10,773
{ Female	...	118	1	6	6	...	...	18	149
Vernacular { Male ...	...	27	294	1,840	455	...	...	126	2,742
{ Female ...	...	...	...	11	...	...	...	...	11
For Girls—									
High Schools { Male ...	...	20	...	...	...	...	...	3	23
{ Female ...	...	165	...	...	...	...	...	35	200
Middle Schools—									
English { Male ...	11	3	2	13	...	...	...	...	29
{ Female ...	36	18	20	191	..	...	...	...	265
Vernacular { Male ...	...	...	1	7	1	...	...	...	9
{ Female ...	...	5	91	302	39	...	...	1	438
Total ...	51	1,124	3,313	13,564	4,504	3	...	781	23,340
Primary Schools—									
For Boys ... { Male ...	...	4,719	7,346	71,711	32,002	4	...	15,785	131,567
{ Female ...	...	3,161	446	4,324	940	...	...	1,310	10,181
„ Girls ... { Male ...	12	225	31	252	37	...	...	27	584
{ Female ..	19	529	733	4,112	1,035	...	...	227	6,655
Total ...	31	8,634	8,556	80,399	34 014	4	...	17,349	148,987

* Which include Aboriginal Christians.

EDUCATION—GENERAL TABLE III(A)—*concluded.*

Number of Scholars in Assam on the 31st March 1912 classified according to sex, race or creed—concluded.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL—										
Training Schools	Male ...	..	104	50	132	28	...	...	73	387
	Female ...	...	7	...	...	...	...	...	8	15
Medical Schools ...	Male ...	...	...	66	17	15	...	...	10	108
Industrial Schools	Male ...	...	15	...	16	2	...	...	10	43
Other Schools. Madrassas ...	Male ...	...	...		8	2,640	...	...	1	2,649
	Female ..	...	...	...	2	14	...	...	...	16
Miscellaneous Schools (*tols*)	Male ...	...	...	1,019	45	...	..	...	111	1,178
Total ...		...	126	1,135	220	2,699	...	...	216	4,396
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.		82	9,884	13,093	94,373	41,244	7	...	18,349	177,032
PRIVATE INSTITUTIONS—										
1. ADVANCED TEACHING—										
(*a*) Arabic or Persian.	Male ...	...	...	...	...	514	...	...	...	514
	Female ...	...	...	..	...	52	...	..	...	52
(*b*) Sanskrit...	Male ...	...	...	59	...	...	...	...	...	59
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—										
For Boys	Male ...	...	5	8	178	76	..	...	148	415
	Female ...	...	...	...	27	...	...	...	...	27
3. ELEMENTARY TEACHING—THE KORAN ONLY—										
For Boys	Male ...	...	...	...	1	2,573	...	...	...	2,574
	Female ..	...	..	...	...	360	...	..	...	360
„ Girls ...	Female ...	...	...	...	...	27	...	...	..	27
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—										
For Boys	Male ...	...	3	152	663	58	...	...	147	1,023
	Female ...	...	...	..	23	...	...	...	6	29
TOTAL OF PRIVATE INSTITUTIONS.		...	8	219	892	3,660	...	...	301	5,080
GRAND TOTAL FOR 1911-12.		82	9,892	13,312	95,265	44,904	7	...	18,650	182,112

PUBLIC

UNDER PUBLIC

OBJECTS OF EXPENDITURE.	Managed by Government.							Managed by District, Local or Municipal Boards.						
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.														
COLLEGES.														
Arts Colleges—English	41,641	...	...	12,308	...	...	53,949	...	...	...	...	...	...	...
Colleges for Professional Training ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law ,, ...	...	...	...	340	...		340	...	...	...	...	...	...	...
Total ...	41,641	...	...	12,648	..	...	54,289	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.														
SECONDARY SCHOOLS.														
For Boys—														
High Schools ... English	37,655	...	...	67,653	43	1,337	1,06,688	...	...	...	...	...	...	...
Middle ,, ... { English ...	5,985	506	...	3,314	25	...	9,830	...	9,959	...	10,568	19	5	20,551
Middle ,, ... { Vernacular ...	12,447	1,305	12	3,750	...	...	17,514	...	2,417	...	651	21	...	3,069
Total Secondary Schools for Boys ...	56,087	1,811	12	74,717	68	1,337	1,34,032	...	12,376	...	11,199	40	5	23,620
For Girls—														
High Schools ... English	...	...	...	...	...	...	...		...	...	...	...	...	...
Middle ,, ... { English	3,573	...	...	...	...	...	3,573	...	...	...	...	...	...	...
Middle ,, ... { Vernacular ...	1,520	...	...	77	..	..	1,597	...	...		...	...	...	...
Total Secondary Schools for Girls	5,093	...	...	77	...	...	5,170	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	61,180	1,811	12	74,794	68	1,337	1,39,202	...	12,376	...	11,199	40	5	23,620
PRIMARY SCHOOLS.														
For Boys—														
Upper Primary	...	...	...	...	...	...	...	...	3,294	954	972	...	...	5,220
Lower ,, ...	5,570	...	...	...	...	...	5,570	2,896	3,44,660	5,497	3,026	3,988	...	3,60,067
Total Primary Schools for Boys ...	5,570	...	...	...	...	...	5,570	2,896	3,47.954	6,451	3,998	3,988	...	3,65,287
For Girls—														
Upper Primary	7,171	...	...	1,568	...	...	8,739	...	846	175	...	13	...	1,034
Lower ,, ...	2,571	...	60	...	...	94	2,725	84	17,767	344	...	184	...	18,379
Total Primary Schools for Girls ...	9,742	...	60	1,568	...	94	11,464	84	18,6 3	519	...	197	...	19,413
Total Primary Schools both for Boys and Girls.	15,312	...	60	1,568	...	94	17,034	2,980	3,66,567	6,970	3,998	4,185	...	3 84,700
SCHOOL EDUCATION—SPECIAL.														
SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for—														
Masters	30,011	2,083	36	...	...	...	32,130	...	...	...	...	...	...	...
Medical Schools	22,728	...	...	2,017	...	...	24,745	...	...	...	...	...	...	...
Technical and Industrial Schools ...	3,824	...	...	...	..	2,371	6,195	...	...	..	...	...	...	...
Other Schools { Madrasas ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools (*tols*).	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	56,563	2,083	36	2,017	...	2,371	63,070	...	...	...	...	...	...	...
Total Direct Expenditure ...	1,74,696	3,894	108	91,027	68	3,802	2.73,595	2,980	3,78,943	6,970	15,197	4,225	5	4,08,320
INDIRECT EXPENDITURE.														
Buildings	84,182	...	...	...	...	...	84,182	...	25,838	584	...	3,927	...	30,349
Furniture and apparatus (special grants only).	15,075	...	...	...	...	88	15,163	206	14,946	135	...	25	...	15,312
Total ...	99,257	...	...	...	...	88	99,345	206	40,784	719	...	3,952	...	45,661
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Scholarships or stipends held in— { Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— { Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— { Primary ,, ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— { Medical ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— { Technical and Industrial chools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in— { Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...		...	...	...	...	...	...	...	...	...
Miscellaneous—														
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
,, conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Indirect Expenditure ...	99,257	...	...	...	...	88	99,345	206	40,784	719	...	3,952	...	45,661
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1911-12.	2,73,953	3,894	108	91,027	68	3,890	3,72,940	3,186	4,19,727	7,689	15,197	8,177	5	4,53,981

RAL TABLE IV.

for the year 1911-12.

INSTITUTIONS.

MANAGEMENT.

Maintained by Native States.							Aided by Government, or by District, Local or Municipal Boards.							Unaided.			
Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	9,600	...	...	2,948	...	182	12,730	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	9,600	...	...	2,948	...	182	12,730	...	...	...	...
...	...	...	...	...	...	...	19,064	...	...	38,450	1,734	583	59,831	23,668	9,536	401	33,605
...	...	...	...	...	...	...	3,016	25,948	1,067	33,230	13,573	4,338	81,172	4,406	7,494	9,595	21,495
...	...	...	...	...	...	...	9	4,220	...	2,867	1,918	16	9,030	...	...	...	...
...	...	...	...	...	...	...	22,089	30,168	1,067	74,547	17,225	4,937	1,50,033	28,074	17,030	9,996	55,100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	203	...	1,217	1,420
...	...	...	...	...	...	...	1,440	...	...	122	480	...	2,042	4,461	...	...	4,461
...	...	...	...	...	...	...	1,085	2,368	1,433	399	1,257	20	6,562	...	...	...	...
...	...	...	...	...	...	...	2,525	2,368	1,433	521	1,737	20	8,604	4,664	...	1,217	5,881
...	...	...	...		...	...	24,614	32,536	2,500	75,068	18,962	4,957	1,58,637	32,738	17,030	11,213	60,981
...	...	...	...	...	...	...	2,411	5,652	...	4,436	2,985	3,478	18,962	...	1,104	...	1,104
...	...	...	...	...	...	...	18,968	...	278	213	3,234	66,932	89,625	273	1,459	4,803	6,535
...	...	...	...	...		...	21,379	5,652	278	4,649	6,219	70,410	1,08,587	273	2,563	4,803	7,639
...	...	...	...	...	...	...	619	...	360	239	99	538	1,855	...	...	...	...
...	...	...	..	...	...	...	1,045	1,059	515	...	591	3,288	6,498	...	782	168	950
...	...	...	...	...	...	...	1,664	1,059	875	239	690	3,826	8,353	...	782	168	950
...	...	...	...	.	...	...	23,043	6,711	1,153	4,888	6,909	74,236	1,16,940	273	3,345	4,971	8,589
...	..	...	...	...	...	...	2,305	...	...	...	...	1,544	3,849	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	5,186	...	180	1,021	5,608	1,708	13,703	157	286	756	1,199
...	...	...	..	...	...	...	2,805	...	230	...	831	...	3,866	...	740	...	740
...	...	...		...	...	...	10,296	...	410	1,021	6,439	3,252	21,418	157	1,026	756	1,939
...	...	...		...	...	...	97,553	39,247	4,063	83,925	32,310	82,627	3,09,725	33,168	21,401	16,940	71,509
...	...	...	...	...	...	...	13,162	1,395	53	6,740	3,258	19,674	44,282	...	6,671	16,963	23,634
...	...	...	...	...	...	...	1,968	15	...	561	185	1,320	4,049	...	152	1,057	1,209
...	...	...	...	...	...	...	15,130	1,410	53	7,301	3,443	20,994	48,331	...	6,823	18,020	24,843
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE IV—*concld.*

Return of Expenditure on Public Instruction in Assam for the year 1911-12.

Objects of Expenditure.	Total Expenditure from—							Grand Total.
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			
					Private.	Public.		
						Native States' revenues.	Imperial contributions.	
	34	35	36	37	38	39	39(*a*)	40
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.								
Colleges.								
Arts Colleges—English	51,241	...	...	15,256	182	...	...	66,679
Colleges for Professional Training	...	...	...	...	...	...	...	...
Law	...	...	...	340	...	...	...	340
Total ...	51,241	...	...	15,596	182	...	...	67,019
SCHOOL EDUCATION—GENERAL.								
For Boys—								
High Schools ... English	56,719	...	...	1,29,771	13,634	...	...	2,00,124
Middle ,, ... English	9,001	36,413	1,067	51,518	35,049	...	...	1,33,048
Middle ,, ... Vernacular	12,456	7,942	12	7,248	1,955	...	...	29,613
Total Secondary Schools for Boys ...	78,176	44,355	1,079	1,88,537	50,638	...	...	3,62,785
For Girls—								
High Schools ... English	...	...	...	203	1,217	...	...	1,420
Middle ,, ... English	5,013	...	...	4,583	480	...	...	10,076
Middle ,, ... Vernacular	2,605	2,368	1,433	476	1,277	...	...	8,159
Total Secondary Schools for Girls ...	7,618	2,368	1,433	5,262	2,974	...	...	19,655
Total Secondary Schools both for Boys and Girls.	85,794	46,723	2,512	1,93,799	53,612	...	...	3,82,440
Primary Schools.								
For Boys—								
Upper Primary	2,411	8,946	954	5,408	7,567	...	...	25,286
Lower ,, ...	27,434	3,44,660	5,775	3,512	80,416	...	...	4,61,797
Total Primary Schools for Boys ...	29,845	3,53,606	6,729	8,920	87,983	...	...	4,87,083
For Girls—								
Upper Primary	7,790	846	535	1,807	650	...	...	11,628
Lower ,, ...	3,700	18,826	919	...	5,107	...	...	28,552
Total Primary Schools for Girls ...	11,490	19,672	1,454	1,807	5,757	...	...	40,180
Total Primary Schools both for Boys and Girls.	41,335	3,73,278	8,183	10,727	93,740	...	...	5,27,263
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instructions.								
Training Schools for—								
Masters	32,316	2,083	36	...	1,544	...	...	35,979
Medical Schools	22,728	...	...	2,017	...	...	...	24,745
Technical and Industrial Schools	3,824	...	...	...	2,371	...	...	6,195
Other Schools Madrassas	5 186	...	180	1,178	8,358	...	...	14,902
Other Schools Miscellaneous Schools (*tols*) ...	2,803	...	230	...	1,571	...	...	4,606
Total ...	66,859	2,083	446	3,195	13,844	...	...	86,427
Total Direct Expenditure ...	2,45,229	4,22,084	11,141	2,23,317	1,61,378	...	...	10,63,149
INDIRECT EXPENDITURE.								
Buildings	1,12,344	27,585	637	6,740	35,141	...	...	1,82,447
Furniture and apparatus (special grants only)	17,249	14,961	135	561	2,827	...	...	35,733
Total ...	1,29,593	42,546	772	7,301	37,968	...	...	2,18,180
Direction	37,240	...	...	...	...	...	...	37,240
Inspection	1,13,534	...	...	...	...	...	...	1,13,534
Scholarships or stipends held in— Arts Colleges	8,129	...	...	...	...	...	...	8,129
Scholarships or stipends held in— Secondary Schools	14,442	12,167	1,054	721	3,456	...	...	31,890
Scholarships or stipends held in— Primary ,, ...	1,174	1,218	6	...	3,387	...	...	5,785
Scholarships or stipends held in— Medical ,, ...	3,404	...	...	...	...	...	...	3,404
Scholarships or stipends held in— Technical and Industrial Schools.	783	...	...	...	...	...	...	783
Scholarships or stipends held in— Other Special Schools	1,642	...	...	...	...	...	...	1,642
Total charges for Scholarships ...	29,624	13,385	1,060	721	6,843	...	...	51,633
Miscellaneous—	12,559	...	...	41,253	13,045	...	...	66,857
Hostel (Boarding) charges	438	1,795	...	...	677	...	...	2,910
Charges for abolished schools	841	1,507	...	100	...	...	...	2,448
,, conducting examinations... ...	20	...	...	...	...	...	...	20
Stipends, prizes and rewards to Maktabs ...								
Payments to other private schools	285	110	121	3,663	111	...	...	4,290
Contingencies and miscellaneous	17,653	21,058	668	3,010	6,412	...	...	48,801
Total Miscellaneous charges ...	31,796	24,470	789	48,026	20,245	...	...	1,25,326
Total Indirect Expenditure ...	3,41,787	80,401	2,621	56,048	65,056	...	...	5,45,913
Total Expenditure on Public Instruction in 1911-12.	5,87,016	5,02,485	13,762	2,79,365	2,26,434	...	...	16,09,062

EDUCATION—GENERAL TABLE V(A).

Return of the stages of Instruction of Pupils in Public Schools for Secondary Education in Assam at the end of the year 1911-12.

Class of School.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage— Comprising all Pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination, or an equivalent standard.			Middle Stage— Comprising all Pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage— Comprising all Pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage— Comprising all Pupils who have not passed beyond the Lower Primary stage— Reading printed books.			Lower Primary Stage— Comprising all Pupils who have not passed beyond the Lower Primary stage— Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For Boys.																				
Government ... English ...	16	4,854	1,780	...	1,780	940	...	940	864	...	864	1,248	...	1,248	22	...	22	4,854	...	4,854
Government ... Vernacular	16	1,451	...	...	...	323	...	323	231	1	232	611	1	612	284	...	284	1,449	2	1,451
District or Local Fund. English ...	12	1,914	...	...	...	460	...	460	960	...	960	395	...	395	99		99	1,914	...	1,914
District or Local Fund. Vernacular	5	275	...	...	...	54	...	54	80	1	81	92	1	93	45	2	47	271	4	275
Aided ... English ...	71	9,360	918	...	918	2,071	11	2,082	3,102	17	3,119	2,707	32	2,739	497	5	502	9,295	65	9,360
Aided ... Vernacular	14	1,027	...	...	...	201	..	201	225	...	225	397	...	397	199	5	204	1,022	5	1,027
Unaided ... English ...	23	3,495	803	...	803	543	8	551	743	11	754	1,151	55	1,206	170	11	181	3,410	85	3,495
Total ...	157	22,376	3,501	...	3,501	4,592	19	4,611	6,205	30	6,235	6,601	89	6,690	1,316	23	1,339	22,215	161	22,376
For Girls.																				
Government ... English ...	1	105	...	...	...	...	6	6	...	7	7	...	58	58	...	34	34	...	105	105
Government ... Vernacular	1	88	...	...	...	...	2	2	...	2	2	...	46	46	...	38	38	...	88	88
Aided ... English ...	1	142	...	...	...	...	7	7	2	8	10	13	95	108	3	14	17	18	124	142
Aided ... Vernacular	5	359	...	...	...	...	37	37	...	12	12	5	153	158	4	148	152	9	350	359
Unaided ... English ...	2	270	...	14	14	...	30	30	3	44	47	15	99	114	16	49	65	34	236	270
Total ...	10	964	...	14	14	...	82	82	5	73	78	33	451	484	23	283	306	61	903	964
Total Secondary Schools for Boys and Girls ...	167	23,340	3,501	14	3,515	4,592	101	4,693	6,210	103	6,313	6,634	540	7,174	1,339	306	1,645	22,276	1,064	23,340
Total Primary Schools from General Table V(B).	3,711	148,987	...	...	...	9	4	13	1,008	83	1,091	64,793	4,767	69,560	66,341	11,982	78,323	132,151	16,836	148,987
Grand Total for 1911-12	3,878	172,327	3,501	14	3,515	4,601	105	4,706	7,218	186	7,404	71,427	5,307	76,734	67,680	12,288	79,968	154,427	17,900	172,326

EDUCATION—GENERAL TABLE V(B).

Return of the stages of Instruction of Pupils in Public Schools for Primary Education in Assam at the end of the year 1911-12.

Primary Schools.																				
For Boys.																				
Upper Primary	District or Local Fund.	11	484	...	...	...	...	...	...	112	1	113	217	3	220	147	4	151	476	8	484
Upper Primary	Municipal ...	2	139	...	...	...	...	...	...	19	...	19	92	...	92	28	...	28	139	...	139
Upper Primary	Aided ...	55	3,053	...	...	...	9	...	9	808	20	828	1,366	67	1,433	709	74	783	2,892	161	3,053
Upper Primary	Unaided ...	6	265	...	...	...	...	...	...	67	1	68	142	5	147	42	8	50	251	14	265
Lower ,,	Government	50	1,298	...	...	...	...	...	...	...	7	7	1,205	93	1,298	...	...	...	1,205	93	1,298
Lower ,,	District or Local Fund.	2,618	117,277	...	...	...	...	...	...	...	...	...	55,410	1,365	56,775	56,155	4,340	60,495	111,565	5,712	117,277
Lower ,,	Municipal ...	16	1,644	...	...	...	...	...	...	...	...	...	903	1	904	740	...	740	1,643	1	1,644
Lower ,,	Aided ...	570	12,328	...	...	...	...	...	...	...	2	2	3,966	1,422	5,388	4,660	2,278	6,938	8,626	3,702	12,328
Lower ,,	Unaided ...	141	5,260	...	...	...	...	...	...	...	...	...	1,319	100	1,419	3,451	390	3,841	4,770	490	5,260
Total ...		3,469	141,748	...	...	...	9	...	9	1,006	31	1,037	64,620	3,056	67,676	65,932	7,094	73,026	131,567	10,181	141,748
For Girls.																				
Upper Primary	Government	2	91	...	...	...	...	1	1	2	12	14	10	32	42	...	34	34	12	79	91
Upper Primary	District or Local Fund.	2	114	...	...	...	...	...	...	...	7	7	...	41	41	...	66	66	...	114	114
Upper Primary	Aided ...	3	92	...	...	...	...	1	1	...	11	11	4	52	56	2	22	24	6	86	92
Upper Primary	Unaided ...	1	95	...	...	...	...	...	..	...	1	1	2	17	19	28	47	75	30	65	95
Lower ,,	Government	2	120	...	...	...	...	2	2	...	6	6	...	52	52	...	60	60	...	120	120
Lower ,,	District or Local Fund.	183	5,035	...	...	...	...	...	...	...	7	7	54	1,205	1,259	165	3,604	3,769	219	4,816	5,035
Lower ,,	Municipal ...	1	50	...	...	...	...	...	...	...	...	...	...	21	21	...	29	29	...	50	50
Lower ,,	Aided ...	25	855	...	...	...	...	...	...	...	3	3	88	190	278	163	411	574	251	604	855
Lower ,,	Unaided ...	23	787	...	...	...	...	...	...	...	5	5	15	101	116	51	615	666	66	721	787
Total ...		242	7,239	...	...	...	...	4	4	2	52	54	173	1,711	1,884	409	4,888	5,297	584	6,655	7,239
Total Primary Schools...		3,711	148,987	...	...	...	9	4	13	1,008	83	1,091	64,793	4,765	69,560	66,341	11,982	78,323	132,151	16,836	148,98
Grand Total ...		3,878	172,327	3,501	14	3,515	4,601	105	4,706	7,218	186	7,404	71,427	5,307	76,734	67,680	12,288	79,968	15,427	17,900	172,327

EDUCATION—GENERAL TABLE VI.

Return showing the results of Prescribed Examinations in Assam during the year 1911-12.

Description of Examinations and the class of Schools competing for them.	Number of competing Schools for—		Number of successful Schools for—		Number of Examinees.		Number passed.		Europeans and Eurasians.		Native Christians.		Hindus.				Muhammadans.		Others.		Buddhists.		Parsis.	
													Brahmans.		Non-Brahmans.									
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
RESULTS AT THE—																								
B. A. Examination— ... ... Government Colleges...	1	...	1	...	13	...	8	...	...	...	...	...	2	...	5	...	1	...	...	...	...	...	...	...
B. Sc. Examination— ... ... Government ,, ...	1	...	1	...	2	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
Intermediate Examination in Arts— Government Colleges	1	...	1	...	46	...	32	...	...	...	...	...	11	...	15	...	6	...	...	...	...	...	...	...
Intermediate Examination in Arts— Aided ,,	1	...	1	...	34		27	...	...	...	...	...	5	...	17	...	5	...	...	...	...	...	...	...
Intermediate Examination in Arts— Total ...	2	...	2	...	80	...	59	...	...	...	...	...	16	...	32	...	11	...	...	...	...	...	...	...
Intermediate Examination in Science— Government Colleges...	1	...	1	...	13	...	11	...	...	...	...	...	3	...	8	...	...	...	...	...	...	...	...	...
Matriculation Examination— Of High schools, Madrasas and other Special Schools— Government Schools ...	11	...	11	...	211	...	149	...	...	...	3	...	38	...	83	...	25	...	...	...	...	...	...	...
Matriculation Examination— Of High schools, Madrasas and other Special Schools— Aided ,, ...	9	...	9	...	105	...	59	...	...	...	...	...	12	...	42	...	5	...	...	...	...	...	...	...
Matriculation Examination— Of High schools, Madrasas and other Special Schools— Other ,, ...	6	...	6	...	78	...	54	...	...	...	...	...	11	...	38	...	5	...	...	...	...	...	...	...
Matriculation Examination— Total ...	26	...	26	...	394	...	262	...	...	...	3	...	61	...	163	...	35	...	...	...	...	...	...	...
Annual Examination in Standard VI or Middle School Examination. Government Schools ...	36	2	36	2	301	5	193	5	...	...	1	...	44	...	117	5	29	...	...	...	...	...	2	...
Annual Examination in Standard VI or Middle School Examination. Aided ,, ...	77	3	76	3	585	8	356	7	...	...	27	3	67	1	195	3	62	...	...	...	...	...	5	...
Annual Examination in Standard VI or Middle School Examination. Other ,, ...	8	1	7	1	106	8	79	7	...	...	28	7	7	...	35	...	29	...	...	...	...	...	...	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Government	9	3	9	3	148	4	113	4	...	...	1	...	21	...	54	4	34	...	...	...	...	...	3	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Aided	30	4	30	4	641	18	479	16	...	...	...	...	81	3	254	12	135	...	...	...	...	...	9	1
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Other	5	1	5	1	112	30	72	14	...	...	18	14	9	...	25	...	17	...	...	...	...	...	3	...
Annual Examination in Standard IV or Upper Primary Examination of— Schools other than Upper Primary. Total ...	44	8	44	8	901	52	664	34	...	...	19	14	111	3	333	16	186	...	...	...	...	...	15	1
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools— Government	13	1	12	1	62	1	39	1	...	...	...		5	...	23	1	6	...	...	...	...	...	5	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools— Aided	48	1	48	1	306	8	202	8	...	...	58	2	24	1	86	5	19	...	...	...	...	...	15	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools— Other	7	2	6	2	28	4	21	4	...	...	15	3	4	...	2	1	...	...	...	...	...	...	...	...
Annual Examination in Standard IV or Upper Primary Examination of— Upper Primary Schools— Total ...	68	4	66	4	396	13	262	13	...	...	73	5	33	1	111	7	25	...	...	...	...	...	20	...
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for U. P. Examination of— Government Schools ...	22	4	21	4	210	5	152	5	...	...	1	...	26	...	77	5	40	...	...	...	...	...	8	...
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for U. P. Examination of— Aided ... ,, ...	78	5	78	5	947	26	681	24	...	...	58	2	105	4	340	17	154	...	...	...	...	...	24	1
Annual Examination in Standard IV or Upper Primary Examination of— Grand Total for U. P. Examination of— Other ... ,, ...	12	3	11	3	140	34	93	18	...	...	33	17	13	...	27	1	17	...	...	...	...	...	3	...
Annual Examination in Standard II or Lower Primary Examination of— Schools other than Lower Primary— Government	6	3	6	3	66	5	46	4	...	...	...		1	2	23	2	22	...	...	...	...	...	...	...
Annual Examination in Standard II or Lower Primary Examination of— Schools other than Lower Primary— Aided	32	5	32	4	409	25	310	23	...	...	7	7	59	3	163	10	77	3	...	...	...	...	4	...
Annual Examination in Standard II or Lower Primary Examination of— Schools other than Lower Primary— Other	4	1	4	1	40	30	33	15	...	...	29	14	...	...	...	...	...	...	...	...	...	...	4	1
Annual Examination in Standard II or Lower Primary Examination of— Schools other than Lower Primary— Total ...	42	9	42	8	515	60	389	42	...	...	36	21	60	5	186	12	99	3	...		...	...	8	1
Annual Examination in Standard II or Lower Primary Examination of— Lower Primary Schools— Government	1,835	33	1,595	31	6,113	89	3,521	89	...	...	22	...	318	10	2,184	70	824	8	...	...	...	...	173	1
Annual Examination in Standard II or Lower Primary Examination of— Lower Primary Schools— Aided	160	4	119	4	406	64	315	47	...	3	158	35	1	2	91	6	55	1	...	...	...	...	10	...
Annual Examination in Standard II or Lower Primary Examination of— Lower Primary Schools— Other	11	3	7	3	35	6	20	4	...	...	4	3	2	...	10	...	...	...	...	...	...	...	4	1
Annual Examination in Standard II or Lower Primary Examination of— Lower Primary Schools— Total ...	2,006	40	1,721	38	6,554	159	3,856	140	...	3	184	38	321	12	2,285	76	879	9	...	...	...	...	187	2
Annual Examination in Standard II or Lower Primary Examination of— Grand Total for L. P. Examination of— Government Schools ...	1,841	36	1,601	34	6,179	94	3,567	93	...	...	22	...	319	12	2,207	72	846	8	...	...	...	...	173	1
Annual Examination in Standard II or Lower Primary Examination of— Grand Total for L. P. Examination of— Aided ,, ...	192	9	151	8	815	89	625	70	...	3	165	42	60	5	254	16	132	4	...	...	...	...	14	...
Annual Examination in Standard II or Lower Primary Examination of— Grand Total for L. P. Examination of— Other ,, ...	15	4	11	4	75	36	53	19	...	...	33	17	2	...	10	...	...	...	...	...	...	...	8	2

EDUCATION—GENERAL TABLE VI—*concld.*

Further details of the Matriculation of Boys' Schools for 1911-12.

Description of Schools for Boys competing for the examination.	Number passed in			
	1st Division.	2nd Division.	3rd Division.	Total.
1	2	3	4	5
Government	81	55	13	149
Aided	37	20	2	59
Unaided	20	28	6	54
Total ...	138	103	21	262

Statement showing the award of Scholarships in Standards VI, IV and II for the year 1911-12.

Name of Scholarship.	Number of centres at which the final selection of Scholars was made.	Number of Candidates examined in these centres.	Total number of Scholarships awarded.	Caste and Creed of the Pupils to whom Scholarships were awarded.						Number of Pupils of the poorer classes to whom Scholarships were awarded.			
				Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.		Others.	Hindus.	Muhammadans.	Christians.	Others.
							Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
(1) Scholarships in Standard VI.	18	113	44	...	7	1	5	31	...	...	...	...	...
(2) Scholarships in Standard IV.	15	94	46	...	3	5	13	23	2	...	...	...	...
(3) Scholarships in Standard II.	17	763	241	...	6	35	41	149	10	3	13	...	3

EDUCATION—GENERAL TABLE VII.

Return showing the distribution of District or Local Board and Municipal expenditure on Public Instruction in Assam for the official year 1911-12.

Objects of Expenditure.	Expenditure by District or Local Boards on Public Instruction.														Total District or Local Fund expenditure on public instruction.	Expenditure by Municipal Boards on Public Instruction.													Total Municipal expenditure on public instruction.	Total expenditure of District or Local and Municipal Boards on public instruction.
	In Institutions managed by District or Local Boards.											In Institutions managed by—				In Institutions managed by Municipal Boards.									In Institutions managed by—					
	Number of Institutions.	Number of Scholars on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.		Number of Institutions.	Number of Scholars on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District or Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District or Local Boards.	Private persons or Associations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
DIRECT EXPENDITURE.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.								Rs			Rs.	Rs.	Rs.	Rs.	Rs.	Rs
SCHOOL EDUCATION—GENERAL																														
SECONDARY SCHOOLS.																														
For Boys—																														
Middle Schools { English	12	1,914	1,698	1,408	...	9,959	...	10,568	19	5	20,551	506	...	25,948	36,413	...	...	...	...	...	...	...	...	...	...	...	...	...	1,067	1,067	37,480
Vernacular	5	275	246	182	...	2,417	...	631	21	...	3,069	1,305	...	4,220	7,942	...	...	...	...	...	...	...	...	...	...	...	12	...	...	12	7,954
For Girls—																														
Middle Schools... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	2,368	2,368	...	...	...	...	...	...	...	...	...	...	...	...	...	1,433	1,433	3,801
Total Secondary Schools	17	2,189	1,944	1,590	...	12,376	...	11,199	40	5	23,620	1,811	...	32,536	46,723	...	...	...	...	...	...	...	...	...	...	...	12	...	2,500	2,512	49,235
PRIMARY SCHOOLS.																														
For Boys—																														
Upper primary	11	484	458	345	...	3,294	...	638	...	...	3,932	..	...	5,652	8,946	2	139	133	106	...	954	...	334	...	...	1,288	..	...	...	954	9,900
Lower ,,	2,618	117,277	103,433	72,598	2,896	3,44,660	140	1,211	3,988	...	3,52,895	...	...	..	3,44,660	16	1,644	1,520	1,185	...	5,357	...	1,815	...	...	7,172	...	140	278	5,775	3,50,435
Total Primary Schools for Boys	2,629	117,761	103,891	72,943	2,896	3,47,954	140	1,849	3,988	...	3,56,827	...	...	5,652	3,53,606	18	1,783	1,653	1,291	...	6,311	...	2,149	...	...	8,460	...	140	278	6,729	3,60,335
For Girls—																														
Upper Primary	2	114	101	88	...	846	175	...	13	...	1,034	...	..	...	846	...	...	...	..	...	...	...	...	...	...	...	...	175	360	535	1,381
Lower ,,	183	5,035	4,569	3,237	84	17,767	108	...	184	...	18,143	...	...	1,059	18,826	1	50	45	33	...	236	...	...	...	...	236	60	108	515	919	19,745
Total Primary Schools for Girls	185	5,149	4,670	3,325	84	18,613	283	...	197	...	19,177	...	...	1,059	19,672	1	50	45	33	...	236	...	...	...	...	236	60	283	875	1,454	21,126
GRAND TOTAL, PRIMARY SCHOOLS FOR BOYS AND GIRLS.	2,814	122,910	108,561	76,268	2,980	3,66,567	423	1,849	4,185	...	3,76,004	...	...	6,711	3,73,278	19	1,833	1,698	1,324	...	6,547	...	2,149	...	...	8,696	60	423	1,153	8,183	3,81,461
SCHOOL EDUCATION—SPECIAL.																														
SCHOOLS FOR SPECIAL INSTRUCTION.																														
Training Schools—For Masters	...	...	...	...	...	...	...	...	...	...	...	2,083	...	...	2,083	...	...	...	...	...	...	...	...	...	...	...	36	...	...	36	2,119
Other Schools { Madrassas	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180	180	180
Miscellaneous schools (*tols*)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	230	230	230
Total	...	...	...	...	...	...	...	...	...	...	...	2,083	...	...	2,083	...	...	...	...	...	...	...	...	...	...	...	36	...	410	446	2,529
INDIRECT EXPENDITURE.																														
Buildings	...	...	...	...	...	25,838	...	...	3,927	...	29,765	...	...	1,747	27,585	...	...	...	...	...	584	...	...	...	...	584	...	...	53	637	28,222
Furniture and apparatus (special grants only).	...	...	...	...	206	14,946	...	...	25	...	15,177	...	...	15	14,961	...	...	...	...	...	135	...	...	...	...	135	...	...	...	135	15,096
Total	...	...	...	...	206	40,784	...	...	3,952	...	44,942	...	...	1,762	42,546	...	...	...	...	...	719	...	...	...	...	719	...	...	53	772	43,318
Scholarships held in { Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,167	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,054	13,221
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,218	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1,224
Total Charges for Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,385	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,060	14,445
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,470	...	...	...	...	...	...	...	...	...	...	...	...	...	...	789	25,259
GRAND TOTAL FOR 1911-12	2,831	125,099	110,505	77,858	3,186	4,19,727	423	13,048	8,177	5	4,44,566	3,894	...	41,009	5,02,485	19	1,833	1,698	1,324	...	7,266	...	2,149	...	...	9,415	108	423	4,116	13,762	5,16,247

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-Houses in Assam for the year 1911-12.

Class of Hostels or Boarding Houses.	Number of—		Number of Boarders who are Students of—					Expenditure from—					Total expenditure.
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Local or Municipal funds.	Subscriptions and Endowments.	Fees.	Native State revenues.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.		Rs.	Rs.		Rs.
For Males—													
Managed by Government ...	29	820	124	...	429	...	267	9,814	...	82	21,358	...	31,254
Ditto by District, Local or Municipal Boards.	4	183	...	...	183	...	...	...	...	...	...	...	...
Aided by Government or by District, Local or Municipal Boards.	4	72	..	...	72	...	...	...	...	765	240	...	1,005
Unaided	22	556	14	...	497	45	...	...	...	7,705	11,520	...	19,225
Total ...	59	1,631	138	...	1,181	45	267	9,814	...	8,552	33,118	...	51,484
For Females—													
Managed by Government	1	23	...	...	...	23	...	2,745	...	...	1,644	...	4,389
Unaided	4	142	...	...	89	53	...	...	...	4,493	6,491	...	10,984
Total ...	5	165	...	...	89	76	...	2,745	...	4,493	8,135	...	15,373
Grand Total ...	64	1,796	138	...	1,270	121	267	12,559	...	13,045	41,253	...	66,857

EDUCATION—GENERAL TABLE IX.

Classification of Pupils by ages in Assam for the year 1911-12.

	Infants.		Primary.				Middle.		High.				Arts Colleges affiliated to Universities.						Total.
	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Below 5 ...	5,449	1,518	4,804	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,796
5 to 6 ...	7,747	2,940	12,880	855	163	...	...	...	...	...	...	...	...	...	...	...	...	...	24,585
6 to 7 ...	7,136	3,848	12,756	2,295	522	15	...	...	...	...	...	...	...	...	...	...	..	...	26,572
7 to 8 ...	4,579	4,635	11,982	4,488	1,657	297	8	1	...	...	...	...	...	...	...	...	...	...	27,667
8 to 9 ...	2,701	1,955	7,196	4,790	3,681	875	79	11	1	...	...	...	...	...	...	...	...	...	21,289
9 to 10 ...	909	1,363	4,652	3,973	3,339	1,469	271	38	3	...	...	...	...	...	...	...	...	...	16,017
10 to 11 ...	556	737	3,047	3,269	3,372	1,562	472	140	9	2	...	1	...	...	...	...	...	...	13,167
11 to 12 ...	293	403	1,567	2,231	2,101	1,113	530	265	68	12	1	...	...	...	...	...	...	...	8,584
12 to 13 ...	184	223	871	1,306	1,216	804	451	301	133	49	9	...	...	...	...	..	...	...	5,547
13 to 14 ...	87	147	404	635	820	632	427	289	146	75	34	1	...	...	...	...	...	...	3,697
14 to 15 ...	66	92	253	479	561	366	316	242	234	96	55	10	...	...	...	...	...	...	2,769
15 to 16 ...	65	82	137	198	204	216	172	198	176	118	75	49	...	...	...	...	...	...	1,690
16 to 17 ...	48	58	96	116	83	65	105	86	131	148	102	130	...	...	...	...	...	...	1,158
17 to 18 ...	36	49	56	57	67	26	52	57	71	132	53	90	38	1	1	...	...	...	776
18 to 19 ...	45	37	55	44	13	11	34	21	44	92	34	86	34	8	2	...	...	...	590
19 to 20 ...	36	34	43	25	13	3	10	8	29	63	15	36	24	33	6	..	...	...	378
Over 20 ...	38	27	55	27	10	3	2	6	23	41	6	34	36	53	14	15	...	...	390
	29,975	18,168	60,844	24,813	17,812	7,457	2,929	1,663	1,067	833	384	437	32	125	23	15	...	...	166,672
	48,143		110,926				4,592		2,716				295						

N. B.—This table does not include the classification of 5,950 pupils in schools of Garo, Naga and Lushai Hills and of schools in the Goalpara district under the charge of the Deputy Inspector of Schools, Garo Hills, as the officer concerned has not returned their classification.

EDUCATION—GENERAL TABLE X.

Number and qualifications of Teachers in Assam for the year 1911-12.

	Primary Schools.					Middle Schools.					High Schools.					Colleges affiliated to Universities.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Trained	14	1,591	21	107	22	57	31	...	112	18	20	...	...	14	8	2	...	...	...	...	2,017
Untrained	49	1,806	24	702	161	26	40	...	211	58	152	...	...	97	86	15	...	...	7	...	3,434
Total ...	63	3,397	45	809	183	83	71	...	323	76	172	...	...	111	94	17	...	...	7	..	5,451
Possessed of a University degree.	...	...	...	...	...	...	...	...	1	...	33	...	...	20	14	17	...	...	6	...	91
No degree	63	3,397	45	809	183	83	71	...	322	76	139	...	...	91	80	...	...	...	1	...	5,360
Total ...	63	3,397	45	809	183	83	71	...	323	76	172	...	...	111	94	17	...	...	7	...	5,451

EUROPEAN EDUCATION—GENERAL TABLES, ASSAM, 1911-12.

EUROPEAN EDUCATION– GENERAL TABLE III.

Return of Colleges, Schools and Scholars in European Schools in Assam for the year 1911-12.

Class of Institutions.	PUBLIC INSTITUTIONS.																				Grand Total of institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st March learning—									Number of Girls in Boys' Schools.	Number of Boys in Girls' School.	Classification of Scholars on 31st of March according to race or creed.				
	Under Public Management.												Under Private Management.										English.			A classical language.			A vernacular language.									
	Managed by Government.				Managed by District Local or Municipal Boards.				Maintained by Native States.				Aided by Government, District, Local or Municipal Boards.				Unaided.																						
	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	To tal.	Boys.	Girls.	Total.			Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29	30	31	32	33
SCHOOL EDUCATION—GENERAL.																																						
Secondary School.																																						
For Girls—																																						
Middle schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	47	42	35	1	47	11	36	47	2	16	18	...	...	...	...	11	...	...	47	...	...
Total Secondary Schools for Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	47	42	35	1	47	11	36	47	2	16	18	...	...	...	...	11	...	...	47	...	...
Primary Schools.																																						
For Girls—																																						
Upper Primary	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	29	12	17	29	...	...	...	...	...	...	...	12	...	...	29	...	...
Total Primary Schools for Girls ...	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	29	12	17	29	...	...	...	...	...	...	...	12	...	...	29	...	...
Grand Total Primary Schools for Girls ...	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	29	12	17	29	...	...	...	...	...	...	...	12	...	...	29	...	...
Total of Colleges and Schools of Public Instruction	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	1	47	42	35	2	76	23	53	76	2	16	18	...	...	...	...	23	...	...	76	...	...
Grand Total for 1911-12 ...	1	29	28	24	...	...	...	...	...	...	...	...	...	...	...	...	1	47	42	35	2	76	23	53	76	2	16	18	...	...	...	...	23	...	...	76	...	...

EUROPEAN EDUCATION—GENERAL TABLE IIIA.

FOR THE EUROPEAN SCHOOLS IN ASSAM FOR 1911-12.

Number of Scholars on the 31st March 1912, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahman.	Non-Brahman.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Girls—										
English ...	Male ...	11	...	...	...	...	...	...	...	11
	Female	36	...	...	...	...	...	...		36
Total ...		47			...	...	...	...	...	47
Primary Schools—										
For Girls ...	Male ...	12	...	...	...	...	...	...	...	12
	Female	17	...	...	...	...	...	...	...	17
Total ...		29	...	...	...	...	...	...	...	29
GRAND TOTAL FOR 1911-12 ...		76	...		...	...	...	...	...	76

EUROPEAN EDUCATION—GENERAL TABLE IV.

Return of Expenditure on Public Instruction in European Schools in Assam for the year 1911-12.

Objects of Expenditure.	PUBLIC INSTITUTIONS.																			
	Under Public Management.																			
	Managed by Government.							Managed by District or Local or Municipal Boards.							Maintained by Native States.					
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	District or Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.																					
Secondary Schools.																					
For Girls—																					
Middle Schools—English	...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																					
For Girls—																					
Upper Primary	6,196	...	...	1,568	...	...	7,764	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ..	6,196	...	...	1,568	...	...	7,764	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...			...	...	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (Special grants only).	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in Primary Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of indirect expenditure ...	3,191	...	...	...	...	...	3,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1911-12.	9,387	...	...	1,568	...	...	10,955	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Objects of Expenditure.	PUBLIC INSTITUTIONS—*concld.*											Total Expenditure from—								Grand Total.
	Under Private Management.																			
	Aided by Government or by District or Local or Municipal Boards.							Unaided.												
	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District or Local Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.				
																Private.	Public.			
																	Native States' revenues.	Imperial contributions.		
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(*a*)	40	
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SCHOOL EDUCATION, GENERAL.																				
Secondary Schools.																				
For Girls—																				
Middle Schools—English	...	...	...	...	...	...	...	4,461	...	...	4,461	...	...	...	4,461	...	...	...	4,461	
Primary Schools.																				
For Girls—																				
Upper Primary	...	...	...	...	...	...	...	...	...	...	...	6,196	...	...	1,568	...	...	...	7,764	
Total of Direct Expenditure ...	...	...	...	...	...	...	...	4,461	...	...	4,461	6,196	...	...	6,029	...	...	...	12,225	
INDIRECT EXPENDITURE.																				
Buildings	...	...	...	...	...	...	...	...	...	174	174	...	...	...	...	174	...	...	174	
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	370	370	3,191	...	...	...	370	...	...	3,561	
Total ...	...	...	...	...	...	...	...	...	...	544	544	3,191	...	...	...	544	...	...	3,735	
Scholarships or stipends held in Primary Schools.	...	...	...	...	...	...	...	...	...	...	...	456	...	...	...	...	...	...	456	
Miscellaneous—																				
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...	...	...	2,745	...	...	8,135	...	...	...	10,880	
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	111	...	...	778	23	...	...	912	
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...	...	...	2,856	...	...	8,913	23	...	...	11,792	
Total of indirect expenditure ...	...	...	...	...	...	...	...	...	...	544	544	6,503	...	...	8,913	567	...	...	15,983	
Total Expenditure on Public Instruction in 1911-12.	...	...	...	...	...	...	...	4,461	...	544	5,005	12,699	...	...	14,942	567	...	...	28,208	

EUROPEAN SCHOOLS—GENERAL TABLE V.

Return of the stages of Instruction of Pupils in Public European Schools for Secondary and Primary Education in Assam at the end of the year 1911-12.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage— Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			Middle Stage— Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage— Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage— Comprising all pupils who have not passed beyond the Lower Primary stage—						Total.		
													Reading printed books.			Not reading printed books.				
			Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Girls.																				
English and Vernacular.																				
Unaided—English	1	47		...	...	...	10	10	3	9	12	8	17	25	...	...	...	11	36	47
Total Secondary Schools for girls	1	47	...	...	...	...	10	10	3	9	12	8	17	25	...	...	...	11	36	47
Primary Schools for Girls.																				
Upper Primary.																				
Government	1	29	...	...	...	...	1	1	2	8	10	10	8	18	...	...	...	12	17	29
Total Primary Schools	1	29	...	...	...	...	1	1	2	8	10	10	8	18	...	...	...	12	17	29
Grand Total for 1911-12 ...	2	76	...	..	...	...	11	11	5	17	22	18	25	43	...	...	...	23	53	76

APPENDIX A.

Progress of Education in Districts.

(Exclusive of College and European Schools.)

District.	Area in square miles.	Population.	Number of all classes of public schools.	Number of square miles per school in each district.	Proportion of population to one school in each district.	Children of School-going age.		Pupils actually at Schools.			Percentage of Males and Females at School to Males and Females of School-going age.		
						Males.	Females.	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Dacca	2,777	2,960,402	2,300	1·2	1,287·1	221,653	222,407	82,225	19,030	101,255	37·0	8·5	22·8
Mymensingh	6,249	4,526,422	2,529	2·4	1,789·8	350,940	328,022	92,884	13,735	106,619	26·4	4·1	15·7
Faridpur	2,576	2,121,914	1,744	1·5	1,215·3	161,243	157,043	57,140	10,837	67,977	35·6	7·6	21·4
Bakarganj	4,542	2,428,911	3,185	1·14	764·0	186,894	178,107	94,414	16,114	110,528	50·5	9·05	30·2
Chittagong	2,492	1,508,433	1,297	1·9	1,164·8	108,425	117,839	50,909	9,186	61,695	46·9	7·7	26·5
Tipperah	2,499	2,430,138	2,129	1·1	1,141·4	186,462	178,059	76,64	17,239	93,880	41·1	9·6	25·7
Noakhali	1,644	1,302,090	1,382	1·2	942·1	96,885	98,42.)	55,638	11,981	67,619	57·4	12·2	34·6
Chittagong Hill Tracts ...	5,138	153,830	98	52·4	1,569·7	12,404	10 670	1,636	221	1,857	13·2	2·1	8·0
Rajshahi	2,618	1,480,587	825	3·2	1,794·6	113,280	108,807	30,467	3,572	34,439	26·9	3·6	15·5
Dinajpur	3,942	1,687,863	1,070	3·7	1,577·4	133,480	119,698	32,591	4,425	37,016	24·4	3·7	14·5
Jalpaiguri	2,919	902,660	575	5·0	1,569·8	73,534	61,864	17,257	1,373	18,630	23·4	2·2	13·7
Rangpur	3,479	2,385,330	1,238	2·8	1,926·7	188,2:7	169,592	45,391	4,945	50,336	24·1	2·9	14·0
Bogra	1,359	983,567	836	1·6	1,176·5	75,379	72,156	28,317	7,048	35,365	37·5	9·7	23·9
Pabna	1,851	1,428,586	814	2·2	1,750·3	108,538	105,749	34,991	5,032	40,023	32·2	4·7	16·6
Maldah	1,899	1,004,159	527	3·6	1,905·3	74,782	75,841	17,888	2,121	20,009	23·9	5·2	13·2
Total for Eastern Bengal for 1911-12.	46,088	27,304,892	20,549	2·2	1,328·8	2,092,106	2,004,274	718,389	127,259	845,648	34·2	60·3	20·0
Total for Eastern Bengal for 1910-11.	46,088	27,304,892	19,698	2·3	1,386·1	2,092,106	2,004,274	656,149	115,568	771,717	31·3	5·5	18·8
Cachar	3,565	497,463	310	11·5	1,604·7	30,066	35,552	12,503	1,372	13,874	32·0	3·8	18·6
Sylhet	5,388	2,472,671	1,289	4·18	1,926·0	1,90,270	180,630	61,997	5,318	67,315	32·5	2·9	18·1
Khasi and Jaintia Hills ...	6,027	235,069	438	15·76	536 7	17,166	18,094	6,665	3,763	10,428	38 8	20·8	29·5
Naga Hills	3,070	149,623	26	118·0	5,754 8	11,212	11,230	517	37	554	4·6	·3	2·4
Lushai Hills	7,227	91,204	32	225·84	2,850·1	6,454	7,226	610	116	726	9·4	1·6	5·3
Goalpara	3,954	600,643	363	10·9	1,654·6	47,771	42,325	12,402	1,697	14,099	25·9	4·0	15·6
Kamrup	3,858	667,828	401	9·6	1,661·2	50,909	49,264	19,011	1,877	20,888	39·3	3·8	20·8
Darrang	3,418	377,314	182	18·8	2,073·1	29,787	26,809	6,418	691	7,109	21·5	2·5	12·5
Nowgong	3,843	302,596	198	19·4	1,533·3	23,204	22,298	7,850	848	8,698	33·8	3·8	19·1
Sibsagar	4,996	690,299	360	13·9	1,917·4	54,721	48,823	18,740	959	19,699	34·2	1·9	19·0
Lakhimpur	4,529	468,952	248	16·9	1,891·1	37,353	32,995	9,059	635	9 694	24·2	1·9	13·7
Garo Hills	3,140	56,936	132	23·7	1,204·1	12,189	11,650	2,770	566	3,336	22·7	4·8	13·9
Manipur	8,456	346,222	1	845·6	346,222	26,599	26,333	227	...	227	·8	..	·4
Total for Assam for 1911-12	61,471	7,059,857	3,980	15 3	1,773·8	545,701	513,229	158,769	17,878	176,647	29·1	3·4	16·6
Ditto for 1910-11	61,471	7,059,857	3,937	15·5	1,793·2	545,701	513,229	146,392	15,571	161.963	26·8	3·0	15·3
Total for Eastern Bengal and Assam for 1911-12.	107,244	34,364,749	24,529	4·3	1,400·9	2,637,807	2 517,503	677,138	145,137	1,022,295	37·0	5·7	19·7
Total for Eastern Bengal and Assam for 1910-11.	107,244	34,364,749	23,635	4·5	1,453·9	2,637,807	2,517,503	802,542	131,139	933,680	34·2	5·2	18·1

APPENDIX B.

Progress of Lower Primary Education in the Eastern Bengal Board districts for the year 1911-12.

		Increase or decrease in the number of schools.				Improvement of school buildings.				Number of non-certified teachers.		Number of teachers without special training.		Expenditure on pay and capitation grant.				Number of pupils in each of the four classes of Schools.										Number obtained leaving certificates.	
		Number of schools.				Number of buildings constructed or improved.		Total expenditure in construction.						1911-12.				Standard II.		Standard I.		Infants, Upper Section.		Infants, Lower Section.		Total.			
		1910-11.	1911-12.	Increase.	Decrease.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	Pay.	Capitation grant.	Total.	Total for 1910-11.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
								Rs.	Rs.					Rs.	Rs.	Rs.	Rs.												
Dacca ...	Aided ...	1,417	1,575	158	...	...	...	...	...	134	227	890	1,614	42,501	...	42,501	39,634	4,638	4,522	5,395	5,792	6,443	7,355	27,185	32,704	43,861	50,373	1,205	1,295
	Maintained	40	50	10	...	10	10	7,785	5,993	5	2	42	47	4,221	62	4,283	3,171	325	378	379	480	426	529	1,116	1,409	1,409	2,796	121	84
	Unaided ...	161	142	...	19	...	...	...	...	13	19	101	137	...	...	...	...	375	90	625	110	947	628	2,539	2,902	4,477	3,730	65	17
Mymensingh ...	Aided ...	1,476	1,499	23	...	...	...	...	...	144	117	1,402	1,459	39,712	...	39,712	41,381	5,075	4,162	5,990	6,912	8,037	8,840	21,549	21,756	40,651	41,670	1,834	1,789
	Maintained	241	321	80	...	70	80	38,498	41,523	24	44	210	302	21,397	1,140	22,537	18,138	895	1,172	1,207	2,684	2,581	3,582	6,672	8,952	11,355	16,390	665	1,115
	Unaided ...	257	239	..	18	...	...	...	...	25	22	239	227	...	...	...	...	572	530	876	911	1,346	1,351	2,104	2,592	5,898	5,384	94	134
Faridpur ...	Aided ...	840	970	130	...	...	...	...	...	140	148	859	829	23,733	...	23,733	20,519	1,649	2,507	2,559	3,190	3,537	4,561	16,257	18,515	24,002	28,773	577	782
	Maintained	53	56	3	..	23	2	5,912	12,348	10	7	46	59	5,587	..	5,587	4,335	275	373	404	435	445	552	1,552	1,925	2,676	3,285	119	158
	Unaided ...	441	362	...	79	..	...	...	...	97	72	444	314	..	...	...	...	707	621	1,094	951	1,716	1,512	8,437	6,784	11,954	9,868	192	156
Bakarganj ...	Aided ...	1,619	1,732	113	...	...	..	...	...	78	115	1,567	1,793	25,692	...	25,692	25,933	3,586	3,556	5,170	5,759	8,055	8,950	30,943	33,244	44,754	51,509	1,154	1,358
	Maintained	71	98	27	...	14	27	10,940	18,395	4	7	52	107	8,061	323	8,384	6,449	325	492	519	677	645	936	2,323	3,316	3,812	5,421	158	449
	Unaided ...	991	953	52	...	.	...	...	...	113	103	801	975	...	...	...	...	1,049	931	2,077	2,132	3,909	4,777	17,794	18,850	24,829	26,690	135	151
Chittagong ...	Aided ...	851	806	...	45	...	...	...	...	369	279	403	356	13,243	...	13,243	13,407	3,271	3,156	4,014	4,229	6,089	6,376	15,153	13,752	28,527	27,513	427	598
	Maintained	50	68	18	...	12	18	8,400	12,600	17	20	51	76	6,143	...	6,143	3,874	205	286	315	397	520	637	1,844	2,746	2,884	4,066	143	215
	Unaided ...	37	78	41	...	...	...	...	...	27	46	10	32	...	...	...	...	43	94	71	126	139	225	959	1,762	1,212	2,207	...	...
Tippera ...	Aided ...	1,515	1,439	..	76	7	1	225	65	188	199	1,173	1,124	27,782	...	27,782	31,266	3,671	6,378	5,725	5,816	7,932	7,373	32,074	29,016	49,402	48,563	1,297	1,529
	Maintained	91	113	22	..	15	22	9,257	12,792	11	10	96	119	9,411	3,927	13,338	9,040	547	687	845	1,260	1,031	1,375	2,899	3,896	5,322	7,218	282	394
	Unaided ...	181	176	...	5	...	...	...	...	17	18	127	129	...	...	...	...	289	404	426	672	566	913	4,087	3,646	5,368	5,635	111	111
Noakhali ...	Aided ...	928	959	31	...	5	13	710	522	75	42	815	886	23,852	..	23,852	23,768	2,473	2,676	3,561	3,755	5,052	5,589	22,828	24,593	33,919	36,613	947	1,065
	Maintained	90	97	7	...	17	20	4,534	6,129	5	7	87	95	10,898	188	11,086	10,646	486	593	728	859	1,007	1,178	3,573	4,041	5,794	6,691	249	330
	Unaided ...	66	92	26	...	...	...	...	...	6	3	42	63	...	...	...	...	35	82	83	170	178	247	1,679	2,123	1,975	2,622	...	20
Rajshahi ...	Aided ...	471	439	..	32	...	...	...	...	8	12	327	399	12,178	1,310	13,488	14,424	1,413	1,678	1,522	1,537	2,853	2,666	9,171	8,474	14,961	14,355	540	522
	Maintained	111	134	23	...	18	23	20,628	16,539	7	5	95	99	8,072	434	8,506	6,938	445	1,374	660	836	1,474	1,212	2,526	3,343	5,105	6,765	270	304
	Unaided ...	83	89	6	...	...	...	...	...	1	4	78	86	...	...	...	...	42	236	59	190	268	350	1,894	1,736	2,333	2,562	49	15
Dinajpur ...	Aided ...	708	803	95	...	...	...	...	...	49	43	641	773	13,881	1,174	15,055	15,069	1,690	3,304	2,684	2,923	3,688	4,588	11,864	14,032	19,926	24,847	538	462
	Maintained	37	42	5	...	...	5	...	1,100	...	...	22	21	2,855	84	2,939	2,558	188	275	256	260	316	304	901	1,054	1,661	1,893	93	93
	Unaided ...	114	93	...	21	...	...	...	...	12	43	88	90	...	...	...	...	141	89	274	290	468	546	1,769	1,222	2,642	2,147	4	37
Jalpaiguri ...	Aided ...	196	203	7	...	...	...	...	...	10	10	215	177	10,037	...	10,037	9,963	529	580	1,119	1,200	1,042	1,091	2,597	3,060	5,327	5,931	201	347
	Maintained	103	119	16	...	17	26	6,946	7,772	1	2	57	58	8,258	...	8,258	7,262	456	614	577	916	892	1,098	1,526	1,736	3,451	4,264	162	189
	Unaided ...	122	72	...	50	...	...	...	...	10	13	29	65	...	...	...	...	308	150	485	288	673	576	1,592	630	3,058	1,674	136	13
Rangpur ...	Aided ...	759	781	22	...	12	6	560	340	43	31	680	761	27,907	210	28,117	29,399	3,375	3,615	4,193	4,133	3,532	4,686	12,849	13,605	23,949	26,039	1,996	2,427
	Maintained	102	144	42	...	27	42	12,808	18,778	31	...	41	61	8,905	50	8,995	7,215	560	608	637	894	897	1,521	2,493	3,142	4,587	6,165	255	398
	Unaided ...	69	92	23	...	...	...	...	...	3	3	66	92	...	...	...	...	142	284	203	429	232	508	1,507	1,657	2,084	2,878	92	108
Bogra ...	Aided ...	433	517	84	...	...	6	...	250	24	32	328	486	13,779	154	13,933	10,283	916	1,205	1,401	1,709	2,068	2,623	8,589	10,659	12,974	16,196	375	503
	Maintained	56	59	3	...	10	10	6,305	5,450	2	4	44	60	3,942	210	4,152	3,337	327	316	461	435	506	678	1,771	2,084	3,125	3,513	163	188
	Unaided ...	88	105	17	...	...	...	...	...	6	7	75	98	...	...	...	...	105	63	232	212	377	376	2,055	2,783	2,769	3,434	28	5
Pabna ...	Aided ...	479	543	64	.	...	...	...	...	29	98	390	603	19,662	...	19,662	22,040	1,857	1,456	2,278	2,106	3,382	3,201	7,914	12,648	15,431	19,411	630	749
	Maintained	19	19	...	...	4	...	683	4,998	...	2	14	18	1,565	...	1,565	1,535	78	63	110	76	262	152	301	601	751	872	49	53
	Unaided ...	23	10	...	13	...	...	...	...	3	...	22	11	...	...	...	...	48	...	86	9	213	22	294	247	641	278	18	...
Malda ...	Aided ...	265	322	57	...	...	...	...	...	37	31	195	277	8,767	191	8,958	7,197	1,314	1,813	1,526	2,437	2,487	3,301	3,136	2,822	8,463	10,373	196	237
	Maintained	14	15	1	...	3	2	1,479	661	1	1	13	12	1,546	47	1,593	1,271	77	73	118	122	179	169	218	239	592	603	35	49
	Unaided ...	89	46	...	43	...	...	...	...	17	12	71	34	...	...	...	...	274	112	481	216	708	327	854	401	2,317	1,056	5	4
	Total ...	15,667	16,472	1,108	303	264	313	1,35,670	1,76,255	1,796	1,820	13,008	14,924	3,85,587	9,504	3,93,091	38,920	44,841	51,678	61,465	68,455	87,380	97,441	300,388	324,699	493,074	542,273	15,314	18,453

APPENDIX C.

Progress of Lower Primary Education under Local Boards in Assam during the year 1911-12.

Local Boards.	Increase or decrease in the number of schools.				Improvement of school buildings.				Number of certified teachers.		Number of teachers certificated without special training.		Expenditure on pay and capitation grant.				Number of students in each of the four classes in Local Board schools.										Number of training leaving certificates from Local Boards' schools.	
	Number of schools.				Number of buildings constructed or improved.		Total expenditure in construction.						1911-12.			Total for 1910-11.	First class.		Second class.		Third class.		Fourth class.		Total.			
	1910-11.	1911-12.	Increase.	Decrease.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	Pay.	Capitation grant.	Total.		1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.	1910-11.	1911-12.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
							Rs.	Rs.					Rs.	Rs.	Rs	Rs.												
Silchar	168	168	...	...	12	151	200	2,672	77	83	...	...	13,251	5,589	18 840	19,775	534	507	957	986	1,319	1,289	4,215	4,717	7,025	7,499	287	283
Hailakandi	110	107	...	3	25	16	410	300	27	31	1	1	9,808	2,441	12,249	11,680	191	196	459	506	738	685	2,281	2,102	3,669	3,489	49	94
Habiganj	286	280	...	6	...	39	...	440	106	132	...	...	26,813	9,224	36,037	36,037	1,151	1,603	2,394	2,274	2,758	2,745	7.644	8,199	13,847	14,821	426	75.)
Sunamganj	210	219	9	...	29	21	2,624	2,962	69	70	12	9	17,513	6,784	2,429	24,174	592	652	1,290	1,131	1,592	1,558	4,856	5,162	8,330	8,503	214	301
North Sylhet	233	228	...	5	17	17	3,455	2,743	101	114	17	14	21,861	7,070	28,931	27,605	709	729	1,543	1,487	2,011	2,155	6,152	5,965	10,418	10,336	252	241
South Sylhet	199	202	3	...	4	8	192	459	102	105	27	24	20,433	7,643	28,076	27,669	746	778	1,331	1,481	2,020	2,13'	4,450	4,782	8,547	9,173	304	269
Karimganj	202	197	...	5	13	4	502	180	67	77	...	...	18,970	5,743	24,713	24,966	334	469	1,163	1,171	1,634	1,938	6,423	6,364	9,554	9,942	145	182
Dhubri	150	168	18	...	69	133	2,221	4,379	49	51	7	10	16,244	4,310	20,554	16,935	390	437	699	746	938	996	3,354	4,266	5,381	6,445	167	149
Goalpara	113	115	2	...	56	33	1,195	1,002	68	59	3	3	10,113	2,912	13,025	12,792	191	235	397	500	719	663	1,913	2,118	3,220	3,516	37	107
Gauhati	240	242	2	...	63	108	1,285	2,418	184	236	.	...	26,203	6,925	33,128	34,389	1,068	857	1,708	1,599	1,975	1,986	6,195	7,767	10,946	12,209	270	273
Barpeta	79	80	1	...	7	23	411	889	72	72	...	...	8,547	2,226	10,773	11,044	167	216	422	498	718	686	2,247	2,606	3,554	4,006	82	78
Mangaldai	76	80	4	...	18	16	1,052	427	46	46	3	2	7,757	1,298	9,055	8,825	120	123	2 0	252	357	398	1,384	1,798	2,111	2,571	63	28
Tezpur	82	82	...	...	36	39	1,105	1,802	48	54	...	...	7,496	1,506	9,002	9,529	128	155	293	329	407	414	1,681	2,042	2,509	2,940	78	56
Nowgong	164	164	...	...	45	6	1,035	210	68	57	12	3	16,648	3,618	20,266	20,228	393	376	702	759	1,085	1,015	3,954	4,470	6,134	6,620	132	123
Golaghat	96	81	...	15	5	4	234	248	42	45	...	...	8,478	1,658	10,1?9	11,706	138	136	340	343	515	447	2,106	2,165	3,099	3,091	58	46
Jorhat	122	112	...	10	2	...	55	...	80	84	...	...	11,297	3,870	15,167	16,783	500	443	748	762	1,127	1,152	2,976	3,121	5,351	5,478	223	228
Sibsagar	121	126	5	...	70	30	2,923	2,368	85	81	2	2	14,889	4,095	18,984	17,516	231	449	589	755	892	1,146	3,702	4,295	5,464	6,645	81	125
North Lakhimpur ...	80	83	3	...	36	46	255	926	36	46	...	...	7,148	1,658	8,806	7,601	114	172	227	311	320	465	1,392	1,718	2,053	2,666	43	57
Dibrugarh	137	138	1	...	37	33	1,133	1,245	58	61	1	...	13,461	2,617	16,078	16,243	329	273	523	458	735	953	3,186	3,049	4,776	4,733	164	132
Total ...	2,868	2,872	48	44	534	722	20,287	25,673	1,385	1,504	85	68	2,76,930	81,186	3,58,116	3,55,497	8,076	8,806	15,938	16,348	21,860	22,823	70,114	76,706	15,988	124,683	3,125	3,531

APPENDIX D.

APPEN

Expenditure on Primary

Name of Board.	1904-05.	1905-06.						
		Proper Expenditure.			Actual expenditure.	Difference of actual and proper expenditure + and −.	Proper expen	
	Expenditure.	Expenditure of 1904-1905.	Imperial grant.	Total.			Expenditure of 1904-1905.	Imperial grant.
1	2	3	4	5	6	7	8	9
Dacca Division.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Dacca	51,669	51,669	27,600	79,269	51,360	— 27,909	51,669	...
Mymensingh	72,533	72,533	40,800	1,13,333	65,861	— 47,472	72,533	...
Faridpur	38,334	38,334	20,000	58,334	37,930	— 20,404	38,334	...
Bakarganj	56,931	56,931	24,000	80,931	52,712	— 28,219	56,931	...
Total ...	2,19,467	2,19,467	1,12,400	3,31,867	2,07,863	— 1,24,004	2,19,467	...
Chittagong Division.								
Chittagong	28,835	28,835	14,400	43,235	27,316	— 15,919	28,835	...
Tippera	49,739	49,739	22,000	71,739	51,890	— 19,849	49,739	...
Noakhali	33,111	33,111	12,000	45,111	34,188	— 10,923	33,111	...
Total ...	1,11,685	1,11,685	48,400	1,60,085	1,13,394	— 46,691	1,11,685	...
Rajshahi Division.								
Rajshahi	28,371	28,871	15,200	43,571	27,755	— 15,816	28,371	...
Dinajpur	29,540	29,540	16,400	45,940	31,834	— 14,106	29,540	...
Jalpaipuri	17,713	17,713	8,400	26,113	20,339	— 5,774	17,713	...
Rangpur	45,417	45,417	22,400	67,817	43,904	— 23,913	45,417	...
Bogra	15,509	15,509	8,800	24,309	12,904	— 11,405	15,509	...
Pabna	24,160	24,160	14,800	38,960	25,166	— 13,794	24,160	...
Malda	17,408	17,408	9,200	26,608	17,526	— 9,082	17,408	...
Total ...	1,78,118	1,78,118	95,200	2,73,318	1,79,428	— 93,890	1,78,118	...
Total for Eastern Bengal District Boards.	5,09,270	5,09,270	2,56,000	7,65,270	5,00,685	— 2,64,585	5,09,270	...
Surma Valley Division.								
Silchar	25,672	25,672	1,650	27,322	21,768	— 5,554	25,672	4,100
Hailakandi	12,668	12,668	1,550	14,218	13,341	— 877	12,668	1,050
North Sylhet	24,515	24,515	5,000	29,515	31,937	+ 2,322	24,515	2,500
Karimganj	19,329	19,329	2,600	21,929	25,937	+ 4,008	19,329	4,200
South Sylhet	20,290	20,290	6,200	26,490	25,130	— 1,360	20,290	7,300
Habiganj	22,835	22,835	8,800	31,635	27,962	— 3,673	22,835	12,400
Sunamganj	13,741	13,741	4,000	17,741	17,819	+ 78	13,741	10,250
Total ...	1,39,050	1,39,050	29,800	1,68,850	1,63,794	— 5,056	1,39,050	41,400
Assam Valley and Hill District.								
Dhubri	9,760	9,760	7,750	17,510	13,579	— 3,931	9,760	5,250
Goalpara	8,680	8,680	1,350	10,030	10,684	+ 654	8,680	850
Gauhati	27,810	27,810	4,650	32,460	33,975	+ 1,515	27,810	7,800
Barpeta	8,280	8,280	1,550	9,830	10,480	+ 650	8,280	1,050
Tezpur	8,175	8,175	1,860	10,035	9,695	— 340	8,175	2,500
Mangaldai	7,080	7,080	1,550	8,630	7,507	— 1,123	7,080	2,600
Nowgong	15,376	15,376	5,200	20,576	19,910	— 666	15,376	4,200
Sibsagar	15,717	15,717	1,900	17,617	16,007	— 1,610	15,717	900
Jorhat	13,295	13,295	4,650	17,945	13,629	— 4,316	13,295	3,150
Golaghat	8,573	8,573	700	9,273	8,152	— 1,121	8,573	200
Dibrugarh	10,708	10,708	5,000	15,708	16,425	+ 717	10,708	5,050
North Lakhimpur	7,169	7,169	250	7,419	8,948	+ 1,529	7,169	...
Total ...	1,40,623	1,40,623	36,410	1,77,033	1,68,991	— 8,042	1,40,623	33,550
Total for Assam Local Boards ...	2,79,673	2,79,673	66,210	3,45,883	3,32,785	— 13,098	2,79,673	74,950
Grand Total ...	7,88,943	7,88,943	3,22,210	11,11,153	8,33,470	— 2,77,683	7,88,943	74,950

* For the sake of uniformity this figure is taken from Municipal Department

(*a*) Includes grant of

N.B.—Some of the figures for

DIX D.

Education under Boards.

1906-07.			1907-08.					1908-09.		
DITURE.		Difference of actual and proper expenditure + and −.	PROPER EXPENDITURE.			Actual expenditure.	Difference of actual and proper expenditure + and −.	PROPER EXPENDITURE.		
Total.	Actual expenditure.		Expenditure of 1904-1905.	Imperial grant.	Total.			Expenditure of 1904-1905.	Imperial grant (a).	Total.
10	11	12	13	14	15	16	17	18	19	20
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
51,669	52,401	+ 732	51,669	8,106	59,775	60,586	+ 811	51,669	15,700	67,369
72,533	79,701	+ 7,168	72,553	26,031	98,564	1,22,589	+ 24,025	72,553	42,500	1,15,033
38,334	42,690	+ 4,356	38,334	12,880	51,214	67,559	+ 16,345	38,334	20,346	58,680
56,931	64,181	+ 7,250	56,931	14,383	71,314	65,082	− 6,232	56,931	30,500	87,431
2,19,467	2,38,973	+ 19,506	2,19,467	61,400	2,80,867	3,15,816	+ 34,949	2,19,467	1,09,046	3,28,513
28,835	29,979	+ 1,144	28,835	8,815	37,650	46,595	+ 8,945	28,835	16,500	45,335
9,739	65,697	+ 15,958	49,739	19,808	69,547	88,988	+ 19,441	49,739	29,536	79,275
33,111	46,358	+ 13,247	33,111	13,346	46,457	56,562	+ 10,105	33,111	31,300	64,411
1,11,685	1,42,034	+ 30,349	1,11,685	41,969	1,53,654	1,92,145	+ 38,491	1,11,685	77,336	1,89,021
28,371	34,590	+ 6,219	28,371	2,882	31,253	53,277	+ 22,024	28,371	30,950	59,321
29,540	28,709	− 831	21,54)	16,547	46,687	26,863	− 19,224	29,540	1,750	31,290
17,713	29,373	+ 11,660	17,713	14,070	31,783	33,687	+ 1,904	17,713	10,550	28,263
45,417	72,362	+ 26,945	45,417	13,642	59,053	58,873	− 186	45,417	19,040	64,457
15,509	26,506	+ 10,997	15,500	9,121	24,630	26,976	+ 2,346	15,509	19,950	35,459
24,160	26,118	+ 1,958	24,160	8,080	29,240	40,118	+ 10,878	24,160	8,250	32,410
17,408	12,361	− 5,047	17,408	5,533	22,941	19,360	− 3,581	17,408	610	18,018
1,78,118	2,30,019	+ 51,901	1,78,118	66,875	2,41,993	2,59,154	+ 14,161	1,78,118	91,100	2,69,218
5,09,270	6,11,026	+ 1,01,756	5,09,270	1,70,244	6,79,514	7,67,115	+ 87,601	5,09,270	2,77,482	7,86,752
29,772	25,200	− 4,572	25,672	4,000	29,672	22,318	− 7,354	25,672	4,460	30,132
13,718	13,260	− 458	12,668	1,320	13,988	13,795	− 193	12,668	1,630	14,298
27,015	27,817	+ 802	24,515	7,100	31,615	30,004	− 1,611	24,515	6,650	31,165
23,529	30,294	+ 6,765	19,329	7,100	26,429	25,130	− 1,299	19,329	6,600	25,929
27,590	35,880	+ 8,290	20,290	5,920	26,210	27,100	+ 890	20,290	8,518	28,808
34,835	37,683	+ 2,848	22,835	13,800	46,635	41,269	+ 4,634	22,835	12,950	35,785
23,991	24,053	+ 62	13,741	10,960	24,701	27,806	+ 3,105	13,741	10,054	23,795
1,80,450	1,94,987	+ 13,737	1,39,050	50,200	1,89,250	1,87,422	− 1,828	1,39,050	50,862	1,89,912
15,010	19,504	+ 4,494	9,760	6,600	16,360	23,817	+ 7,457	9,760	6,429	16,189
9,530	12,835	+ 3,305	8,680	1,320	10,000	13,364	+ 3,364	8,680	1,336	10,016
35,610	40,041	+ 4,431	27,810	7,920	35,730	42,207	+ 6,477	27,810	7,714	35,524
9,330	11,116	+ 1,786	8,280	1,320	9,600	11,522	+ 1,922	8,280	1,286	9,566
10,675	11,805	+ 1,130	8,175	2,640	10,815	12,096	+ 1,281	8,175	2,622	10,797
9,680	9,703	+ 23	7,080	2,640	9,720	15,555	+ 5,835	7,081	2,572	9,653
19,576	21,417	+ 1,541	15,376	5,280	20,656	22,451	+ 1,795	15,376	5,194	20,570
16,617	16,326	− 291	15,717	2,640	18,358	17,946	− 411	15,717	5,572	18,289
16,445	18,202	+ 1,757	13,295	3,960	17,255	17,306	+ 51	13,295	3,933	17,228
8,773	11,882	+ 3,109	8,573	1,320	9,893	11,977	+ 2,084	8,573	1,336	9,909
15,758	19,548	+ 3,790	10,708	5,280	15,988	18,344	+ 2,356	10,708	5,216	15,927
7,169	9,340	+ 2,180	7,169	660	7,829	9,164	+ 1,335	7,169	693	7,862
1,74,173	2,01,728	+ 27,555	1,40,623	41,580	1,82,203	2,15,749	+ 33,546	1,40,633	40,906	1,81,539
3,54,623	3,95,915	+ 41,292	2,79,673	91,780	3,71,453	4,03,171	+ 31,718	2,79,673	91,768	3,71,441
8,63,893	10,06,941	+ 1,43,048	7,88,943	2,62,024	10,50,967	11,70,286	+ 1,19,319	7,88,943	3,69,250	11,58,193

Circular No. 1990-94, dated the 21st March 1908. The figures in this office show Rs. 92,400.
Rs. 10,000 for Local Bodies.
1909-1910 were incorrect.

APPEN

Expenditure on Primary

Name of Board.	1908-09.		1909-10.				
	Actual expenditure.	Difference of actual and proper expenditure + and −.	Proper expenditure.			Actual expenditure.	Difference of actual and proper expenditure + and −.
			New standard.	Imperial grant.	Total.		
	21	22	23	24	25	26	27
Dacca Division.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Dacca	82,344	+ 14,973	44,000	15,000	59,000	67,937	+ 8,937
Mymensingh	1,17,877	+ 2,844	63,000	42,000	1,05,000	1,04,038	− 962
Faridpur	57,377	− 1,303	32,000	15,000	47,000	43,886	− 3,114
Bakarganj	98,029	+ 10,598	43,500	20,000	63,500	66,544	+ 3,044
Total ..	3,55,625	+ 27,112	1,82,500	92,000	2,74,500	2,82,405	+ 7,905
Chittagong Division.							
Chittagong	46,154	+ 819	23,500	8,000	31,500	34,667	+ 3,167
Tippera	51,020	+ 1,745	47,000	27,000	74,000	73,271	− 729
Noakhali	67,174	+ 2,763	30,000	30,000	60,000	61,694	+ 1,694
Total ...	1,94,348	+ 5,327	1,00,500	65,000	1,65,500	1,69,632	+ 4,132
Rajshahi Division.							
Rajshahi	63,175	+ 3,854	25,500	28,000	53,500	53,152	− 348
Dinajpur	57,645	− 26,355	24,000	2,500	26,500	25,792	− 708
Jalpaiguri	30 432	+ 2,169	16,000	12,000	28,000	29,180	— 1,180
Rangpur	61,061	− 3,396	41,000	19,500	60,500	56,302	− 4,198
Pogra	34,583	− 876	13,500	19,000	32 500	30,443	− 2,057
Pabna	39,648	+ 7,238	21,500	10,000	31,500	30,944	− 556
Malda	19,804	+ 1,786	15,000	2,000	17,000	16,681	− 319
Total ...	3,06,348	+ 37,130	1,56,500	93,000	2,49,500	2,42,494	− 7,006
Total for Eastern Bengal District Boards.	8,56,321	+ 69,569	4,39,500	2,50,000	6,89,500	6,94,531	+ 5,031
Surma Valley Division.							
Silchar	23,271	− 6,861	22,500	4,300	26,800	22,787	− 4,013
Hailakandi	14,103	− 195	12,500	1,500	14,000	18,600	+ 4,600
North Sylhet	32,878	+ 1,713	24 500	6,500	31,000	33,188	+ 2,188
Karimganj	23,856	− 2,073	19,000	6,000	25,000	26,885	+ 1,885
South Sylhet	29,373	+ 565	20,000	7,500	27,500	32,448	+ 4,948
Habiganj	38,730	+ 2,945	22,500	12,500	35,000	38,937	+ 3,937
Sunamganj	30,452	+ 6,657	13,500	10,000	23,500	32,785	+ 9,285
Total ...	1,92,663	+ 2,751	1,34,500	48,300	1,82,800	2,05,630	− 22,830
Assam Valley and Hill Districts.							
Dhubri	20,282	+ 4,093	9,500	6,500	16,000	23,881	+ 7,881
Goalpara	12,919	+ 2,903	8,500	1,600	10,100	16,097	+ 5,997
Gauhati	45,233	+ 9,709	27,500	7,500	35,000	40,044	+ 5,044
Barpeta	13,861	+ 4,295	8,000	1,300	9,300	13,892	+ 4,592
Tezpur	11,678	+ 881	8,000	2,600	10,600	10,157	− 443
Mangaldai	15,494	+ 5,842	7,000	2,600	9,600	15,030	+ 5,430
Nowgong	23,009	+ 2,439	15,000	5,100	20,100	25,159	+ 5,059
Sibsagar	19,765	+ 1,476	15,500	2,600	18,100	21,688	+ 3,588
Jorhat	18,125	+ 897	13,000	4,000	17,000	17,340	+ 340
Golaghat	13,461	+ 3,552	8,500	2,000	10,500	15,093	+ 4 593
Dibrugarh	18,523	+ 2,596	10,500	5,200	15,700	21,017	+ 5,317
North Lakhimpur	10,656	+ 2,824	7,000	700	7,700	11,216	+ 3,516
Total ...	2,23,036	+ 41,507	1,38,000	41,700	1,79,700	2,30,614	+ 50,914
Total for Assam Local Boards ...	4,15,699	+ 44,258	2,72,500	90,000	3,62,500	4,36,244	+ 73,744
Grand Total ...	12,72,020	+ 1,13,827	7,12,000	3,40,000	10,52,000	11,30,775	+ 78,775

(a) Includes gr nt of

N. B.—Some of the figures

IX D — *concluded.*

Education under Boards—concluded.

1910-11.					1911-12.					Total.
Proper expenditure.			Actual expenditure.	Difference of actual and proper expenditure + and −.	Proper expenditure.			Actual expenditure.	Difference of actual and proper expenditure + or −.	Excess or defect of expenditure in the 6 years.
New standard.	Imperial grant.	Total.			New standard.	Imperial grant.	Total.			
28	29	30	31	32	33	34	35	36	37	38
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
44,000	15,000	59,000	68,052	+ 9,052	44,000	29,373	73,372	70,521	— 2,852	+ 31,653
63,000	55,000	1,18,000	1,19,285	+ 1,285	63,000	63,116	1,26,116	1,24,538	— 1,578	+ 32,782
32,000	24,000	56,000	47,920	— 8,080	32,000	17,283	49,283	55,309	+ 6,026	+ 14,230
43,500	30,000	73,500	70,795	— 2,705	43,500	27,231	70,731	80,184	+ 9,453	+ 21,408
1,82,500	1,24,000	3,06,500	3,06,052	— 448	1,82,500	1,37,003	3,19,509	3,30,552	+ 11,049	+ 1,00,023
23,500	15,000	38,500	38,731	+ 231	23,500	20,800	44,300	45,861	+ 1,561	— 52
47,000	23,000	70,000	64,878	— 5,122	41,500	28,400	69,900	72,106	+ 2,206	+ 13,650
30,000	25,000	55,000	52,088	— 2,912	30,000	27,643	57,643	57,166	— 477	+ 13,497
1,00,500	63,000	1,63,500	1,55,697	— 7,803	95,000	76,843	1,71,843	1,75,135	+ 3,290	+ 27,095
25,500	28,000	53,500	51,179	— 2,321	25,500	26,468	51,968	51,456	— 512	+ 13,100
24,000	2,440	26,440	25,803	— 637	24,000	11,330	35,330	30,141	— 5,189	— 14,340
16,000	12,000	28,000	30,053	+ 2,053	16,000	13,500	29,500	31,143	+ 1,643	+ 14,835
41,000	19,000	60,000	66,121	+ 6,121	41,000	33,454	74,454	72,974	— 1,480	— 107
13,500	25,000	38,500	30,685	— 7,815	13,500	24,000	37,500	35,454	— 2,046	— 16,856
21,500	12,000	33,500	32,974	— 526	21,500	12,000	33,500	36,589	+ 3,089	+ 8,287
15,000	2,000	17,000	15,517	— 1,483	15,000	2,168	17,168	16,893	— 275	— 18,001
1,56,500	1,00,440	2,56,940	2,52,332	— 4,608	1,56,500	1,22,920	2,79,420	2,74,650	— 4,770	— 7,082
4,39,500	2 87,440	7,26,940	7,14,081	— 12,859	4,34,000	3,36,766	7,70,766	7,80,335	— 9,569	1,20,086
22,500	400	22,900	23,386	+ 486	22,500	4,400	26,900	28,686	+ 1,786	— 2,628
12,500	1,500	14,000	16,425	+ 2,425	12,500	1,500	14,000	17,091	+ 3,091	+ 8,393
24,500	7,400	31,900	31,716	— 184	24,500	8,100	32,600	34,737	+ 2,137	+ 7,367
19,000	6,700	25,700	30,217	+ 4,517	19,000	6,000	25,000	28,041	+ 3,041	— 2,386
20,000	6,800	26,800	29,928	+ 3,128	20,000	6,800	26,800	31,215	+ 4,415	+ 22,236
22,500	13,400	35,900	38,457	+ 2,557	22,500	13,400	35,900	40,042	+ 4,142	+ 17,390
13,500	11,500	25,000	31,047	+ 6,047	13,500	11,500	25,000	30,598	+ 5,598	+ 31,754
1,34,500	47,700	1,82,200	2,01,176	+ 18,976	1,34,500	51,700	1,86,200	2,10,410	+ 24,210	+ 82,126
9,500	8,000	17,500	22,124	+ 4,624	9,500	8,000	17,500	30,757	+ 13,257	+ 37,875
8,500	1,800	10,300	16,800	+ 6,500	8,500	1,900	10,400	16,531	+ 6,131	+ 28,854
27,500	7,700	35,200	40,520	+ 5,320	27,500	7,700	35,200	41,031	+ 5,831	+ 38,327
8,000	2,000	10,000	13,714	+ 3,714	8,000	2,000	10,000	10,773	+ 773	+ 17,732
8,000	3,800	11,800	10,630	— 1,170	8,000	3,800	11,800	10,640	— 1,160	+ 179
7,000	2,600	9,600	12,195	+ 2,595	7,000	2,600	9,600	12,584	+ 2,984	+ 21,586
15,000	5,100	20,100	25,180	+ 5,080	15,500	5,100	20,100	24,450	+ 4,350	+ 19,898
15,500	3,300	18,800	22,763	+ 3,963	15,000	3,300	18,800	22,884	+ 4,084	+ 10,799
13,000	5,200	18,200	17,138	— 1,062	13,000	5,200	18,200	18,682	+ 482	— 1,851
8,500	2,000	10,500	15,032	+ 4,532	8,500	1,900	10,400	12,767	+ 2,367	+ 19,116
10,500	5,700	16,200	20,288	+ 4,088	10,500	5,700	16,200	21,921	+ 5,721	+ 24,555
7,000	1,100	8,100	8,814	+ 714	7,000	1,100	8,100	11,386	+ 3,286	+ 15,384
1,38,000	48,300	1,86,300	2,25,198	+ 38,898	1,39,000	48,300	1,86,300	2,34,406	+ 48,106	+ 2,32,484
2,72,500	96,000	3,68,500	4,26,374	+ 57,874	2,72,500	1,00,000	3,72,500	4,44,816	+ 72,316	+ 3,14,610
7,12,000	3,83,440	10,95,440	11,40,455	+ 45,015	7,06,500	4,36,766	11,43,266	12,25,151	+ 81,885	+ 4,34,696

Rs. 10,000 for Local bodies.
for 1909-1910 were incorrect.

APPENDIX E.

Statistics of High Schools for Boys for the year 1911-12.

Division.	Kind of School.	Number of institutions.	Number of Pupils— On rolls on 31st March. High classes.	Middle classes.	Upper Primary classes.	Lower Primary classes.	Total.	Average daily attendance.	Number of candidates.	Number passed in the Matriculation Examination in the— First Division.	Second Division.	Third Division.	Total.	Number of Scholarships gained.	Merit marks.	Direct Expenditure from— Provincial Revenues.	Local or District funds.	Municipal funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
																Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Dacca	Government ...	8	1,406	789	646	148	2,989	2,276	186	99	66	7	166	9	72·9	43,749	...	...	54,238	14	98,001
Chittagong	Ditto ...	4	725	267	190	63	1,250	896	80	40	25	4	69	8	65·2	24,358	...	...	17,801	240	42,399
Rajshahi	Ditto ...	7	1,508	716	404	119	2,747	2,094	168	76	47	6	129	10	65·0	39,453	...	...	46,187	749	86,389
Total for Government Schools, Eastern Bengal, for 1911-12.	.....	19	3,639	1,772	1,240	335	6,986	5,266	434	209	138	17	364	27	146·5	1,07,560	...	...	1,18,226	1,003	2,26,789
Total for Government Schools, Eastern Bengal, for 1910-11.	.....	19	3,173	1,643	1,083	356	6,255	4,806	316	180	76	7	263	40	73·7	10,472	...	...	113,090	1,132	2,15,694
Surma Valley and Hill Districts	Government ...	4	748	282	193	202	1,425	1,189	99	41	20	4	65	13	56·2	10,850	...	...	26,812	782	38,444
Assam Valley	Ditto ...	7	969	571	428	728	2,696	2,215	112	40	35	9	84	18	75·0	26,805	...	...	40,841	598	68,244
Total for Government Schools, Assam, for 1911-12.	.....	11	1,717	853	621	930	4,121	3,404	211	81	55	13	149	31	57·8	37,655	...	..	67,653	1,380	1,06,688
Total for Government Schools, Assam, for 1910-11.	.....	10	1,551	532	527	1,116	3,726	2,837	194	85	51	3	139	22	61·8	27,845	...	...	64,136	616	92,597
Total for Government Schools, Eastern Bengal and Assam, for 1911-12.	.....	30	5,356	2,625	1,861	1,265	11,107	8,670	645	290	193	30	513	58	65·1	1,45,215	...	...	1,85,879	2,383	3,33,477
Total for Government Schools, Eastern Bengal and Assam, for 1910-11.	.....	29	4,724	2,175	1,610	1,472	9,981	7,643	510	265	127	10	402	62	69·2	1,29,317	...	...	1,77,226	1,748	3,08,291
Chittagong	Managed by Local, District or Municipal Board.	1	289	185	119	...	593	503	42	16	14	4	34	1	80·9	2,111	...	600	10,777	...	13,488
Total for Board Schools, Eastern Bengal, for 1911-12.	.....	1	289	185	119	...	593	503	42	16	14	4	34	1	80·9	2,111	...	600	10,777	...	13,488
Total for Board Schools, Eastern Bengal, for 1910-11.	.....	1	307	161	119	...	587	452	30	11	10	2	23	...	61·1	2,012	...	600	8,476	...	11,088

Total for Board Schools, Eastern Bengal and Assam, for 1911-12.	.....	1	289	185	119	...	593	503	42	66	14	4	34	1	80·9	2,111	...	600	10,777	...	13,488
Total for Board Schools, Eastern Bengal and Assam, for 1910-11.	.....	1	307	161	119	...	587	452	30	11	10	2	23	...	61·1	2,012	...	600	8,476	...	11,088
Dacca	Aided	24	3,786	3,007	2,386	1,010	10,189	7,674	460	143	114	16	273	3	48·7	24,586	...	...	1,61,089	6,036	1,91,711
Chittagong	Do.	10	1,845	1,118	873	189	4,025	3,173	197	45	64	6	115	2	45·6	14,426	...	...	59,080	6,521	79,977
Rajshahi	Do.	13	1,470	952	659	587	3,668	2,647	118	37	39	2	78	2	53·9	18,081	686	...	52,242	14,342	85,311
Total for Aided Schools, Eastern Bengal, for 1911-12.	.....	47	7,101	5,077	3,918	1,786	17,882	13,494	775	225	217	24	466	7	48·7	57,053	686	...	2,72,361	26,899	3,56,999
Total for Aided Schools, Eastern Bengal, for 1910-11.	.....	48	6,372	4,695	3,431	1,351	15,849	11,940	471	205	125	14	344	15	62·2	42,288	981	300	12,40,711	31,418	3,15,698
Surma Valley and Hill Districts	Aided	4	574	281	203	276	1,334	1,014	68	27	11	...	38	7	50·4	7,920	...	...	20,976	917	29,813
Assam Valley	Do.	5	344	262	283	314	1,203	926	37	10	9	2	21	4	56·8	11,144	...	...	17,474	1,400	30,018
Total for Aided Schools, Assam, for 1911-12.	.....	9	918	543	486	590	2,537	1,940	105	37	20	2	59	11	48·5	19,064	...	...	38,450	2,317	59,831
Total for Aided Schools, Assam, for 1910-11.	.....	9	819	604	310	666	2,399	1,676	80	27	20	...	47	8	50·4	12,809	...	...	32,203	2,749	47,761
Total for Aided Schools, Eastern Bengal and Assam, for 1911-12.	.....	56	8,019	5,620	4,404	2,376	20,419	15,434	880	262	237	26	525	18	48·7	76,117	686	...	3,10,811	29,216	4,16,830
Total for Aided Schools, Eastern Bengal and Assam, for 1910-11.	.....	57	7,191	5,299	3,741	2,017	18,248	13,616	551	232	145	14	391	23	60·4	55,097	981	300	2,72,914	34,167	3,63,459
Dacca	Unaided	84	8,376	7,051	5,893	4,041	25,361	19,152	867	222	271	46	539	11	47·8	...	...	...	3,48,271	33,258	8,81,529
Chittagong	Do.	19	2,797	2,049	1,652	1,080	7,578	4,444	267	52	60	23	135	3	24·8	...	...	...	99,234	6,804	1,06,038
Rajshahi	Do.	27	2,670	1,999	1,453	1,334	7,456	5,295	219	70	54	9	133	6	49·7	...	...	...	1,01,116	30,022	1,31,138
Total for Unaided Schools, Eastern Bengal, for 1911-12.	.....	130	13,843	11,099	8,998	6,455	40,395	28,891	1,355	344	385	78	807	20	46·2	...	...	...	5,48,621	70,084	6,18,715
Total for Unaided Schools, Eastern Bengal, for 1910-11.	.....	122	11,585	9,265	7,227	5,342	33,419	24,809	906	298	266	29	583	18	52·7	...	...	...	4,69,893	85,945	5,55,838
Surma Valley and Hill Districts	.....	2	346	152	81	170	749	524	40	14	17	3	34	4	53·0	...	...	...	11,538	259	11,797
Assam Valley	.....	5	457	179	301	357	1,294	810	29	6	11	3	20	1	44·4	...	...	...	12,130	9,678	21,808
Total for Unaided Schools, Assam, for 1911-12.	.....	7	803	331	382	527	2,043	1,404	78	20	28	6	54	5	52·1	...	...	...	23,668	9,937	33,605
Total for Unaided Schools, Assam, for 1910-11.	.....	8	768	401	320	622	2,111	1,472	81	21	24	2	47	3	46·5	...	...	...	27,423	11,613	39,036
Total for Unaided Schools, Eastern Bengal and Assam, for 1911-12.	.....	137	14,646	11,430	9,380	6,982	42,438	30,295	1,433	364	413	84	861	25	27·4	...	...	...	5,72,289	80,021	6,52,310
Total for Unaided Schools, Eastern Bengal and Assam, for 1910-11.	.....	130	12,353	9,666	7,547	5,964	35,530	26,281	987	319	280	31	630	21	52·2	...	...	...	4,97,316	97,558	5,94,874
GRAND TOTAL, GOVERNMENT, BOARD, AIDED AND UNAIDED SCHOOLS FOR 1911-12. — Eastern Bengal	.....	197	24,872	18,133	14,275	8,576	65,856	48,154	2,606	794	754	123	1,671	55	51·3	1,66,724	686	600	9,49,985	97,986	12,15,981
Assam	.....	27	3,438	1,727	1,489	2,047	8,701	6,748	394	138	103	21	262	47	54·0	56,719	...	...	1,29,771	13,634	2,00,124
Eastern Bengal and Assam.	.....	224	28,310	19,860	15,764	10,623	74,557	54,902	3,000	932	857	144	1,933	102	51·7	2,23,443	686	600	10,79,756	1,11,620	14,16,105
GRAND TOTAL, GOVERNMENT, BOARD, AIDED AND UNAIDED SCHOOLS, FOR 1910-11. — Eastern Bengal	.....	190	21,437	15,764	11,860	7,049	56,110	42,007	1,723	694	467	52	1,213	95	65·7	1,45,772	981	900	8,32,170	1,18,495	10,98,318
Assam	.....	27	3,138	1,537	1,157	2,404	8,236	5,985	355	133	95	5	233	11	36·9	40,654	...	...	1,23,762	14,978	1,79,394
Eastern Bengal and Assam.	.....	217	24,575	17,301	13,017	9,453	64,346	47,992	2,078	827	562	57	1,446	106	58·5	1,86,426	981	900	9,55,932	1,33,473	12,77,712

APPENDIX F.

Statistics of Boys' Middle English Schools for the year 1911-12.

Division.	Number of institutions.	Number of pupils — On the 31st March.				Average daily attendance.	Direct expenditure — From Government.			From other sources.		Total.
		Middle classes.	Upper primary classes.	Lower primary classes.	Total.		Provincial.	Local or district.	Municipal.	Fees.	Subscriptions, endowments and other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government —												
Chittagong	1	30	39	92	161	112	1,542	...	..	721	9	2,272
Total for Government schools, Eastern Bengal, 1911-12.	1	30	39	92	161	112	1,542	...	...	721	9	2,272
Total for Government schools, Eastern Bengal, 1910-11	1	29	22	105	156	111	1,424	..	...	565	...	1,989
Surma Valley and Hill Districts	2	26	50	115	191	141	3,030	224	...	677	25	3,956
Assam Valley	3	161	185	196	542	391	2,955	282	...	2,637	...	5,874
Total for Government schools, Assam, 1911-12.	5	187	235	311	733	532	5,985	506	...	3,314	25	9,830
Total for Government schools, Assam, 1910-11.	5	161	235	271	607	421	6,050	20	...	2,757	7	8,834
Total for Government schools, Eastern Bengal and Assam, 1911-12.	6	217	274	403	894	644	7,527	506	...	4,035	34	12,102
Total for Government schools, Eastern Bengal and Assam, 1910-11.	6	139	257	376	763	532	7,475	20	..	3,322	7	10,823
Local, District or Municipal Board —												
Chittagong	8	144	267	648	1,059	778	...	4,072	...	4,803	...	8,875
Rajshahi	9	259	262	732	1,253	997	..	2,254	...	8,695	1,187	12,136
Total for Local, District or Municipal Boards schools for Eastern Bengal, 1911-12.	17	403	529	1,380	2,312	1,775	...	6,326	...	13,498	1,187	21,011
Total for Local, District or Municipal Board schools for Eastern Bengal, 1910-11	15	413	474	1,126	2,013	1,553	...	4,084	124	11,220	971	16,399
Surma Valley and Hill Districts	5	172	416	156	744	528	...	2,636	...	4,567	5	7,208
Assam Valley	7	288	544	338	1,170	880	...	7,263	..	6,001	19	13,283
Total for Local, District or Municipal Board schools for Assam, 1911-12.	12	460	960	494	1,914	1,408	...	9,959	...	10,568	24	20,551
Total for Local, District or Municipal Board schools for Assam, 1910-11.	12	353	859	541	1,753	1,288	...	7,087	...	11,251	8	18,346
Total for Local, District or Municipal Board schools for Eastern Bengal and Assam, 1911-12.	29	863	1,489	1,874	4,226	3,183	...	16,285	...	24,066	1,211	41,562
Total for Local, District or Municipal Board schools for Eastern Bengal and Assam, 1910-11.	27	766	1,333	1,667	3,766	2,841	...	11,171	124	22,471	979	34,745
Aided —												
Dacca	160	3,801	5,579	9,475	18,855	13,933	8,835	27,982	...	1,24,675	26,360	1,87,852
Chittagong	83	2,448	3,481	6,501	12,466	9,299	3,469	17,019	120	61,516	8,060	90,184
Rajshahi	107	2,104	3,490	5,716	11,310	8,279	1,587	19,208	929	65,775	27,591	1,15,090
Total aided schools, Eastern Bengal, 1911-12.	350	8,353	12,550	21,692	42,731	31,511	13,891	64,209	1,049	2,51,966	62,011	3,93,126
Total aided schools, Eastern Bengal, 1910-11.	351	7,375	11,252	19,743	38,370	28,143	8,693	58,138	956	2,08,068	69,497	3,45,352
Surma Valley and Hill Districts	46	1,251	1,691	1,912	4,854	3,364	736	19,293	960	25,689	14,583	61,261
Assam Valley	16	490	740	739	1,969	1,306	2,280	6,655	107	7,541	3,328	19,911
Total aided schools for Assam, 1911-12 ...	62	1,741	2,431	2,651	6,823	4,670	3,016	25,948	1,067	33,230	17,911	81,172
Ditto ditto 1910-11 ...	61	1,293	2,315	2,477	6,119*	4,169	2,606	24,844	1,063	30,390	17,132	76,035
Total aided schools for Eastern Bengal and Assam, 1911-12.	412	10,094	14,981	24,343	49,554	36,181	16,907	90,157	2,116	2,85,196	79,922	4,74,298
Total aided schools for Eastern Bengal and Assam, 1910-11.	412	8,668	13,567	22,220	44,489*	32,312	11,299	82,982	2,019	2,38,458	86,629	4,21,387
Unaided —												
Dacca	147	2,649	4,617	9,969	17,235	12,405	...	...	..	84,495	40,707	1,25,192
Chittagong	56	1,251	1,680	4,441	7,449	5,218	...	...	...	33,324	10,763	44,087
Rajshahi	72	1,278	2,436	3,695	7,409	5,230	...	...	...	35,143	27,299	62,442
Total unaided schools for Eastern Bengal, 1911-12.	275	5,178	8,733	18,105	32,093	22,853	...	...	...	1,52,952	78,769	2,31,721
Total unaided schools for Eastern Bengal, 1910-11.	208	3,568	5,814	12,330	21,712	15 636	...	...	...	91,031	62,407	1,53,438
Surma Valley and Hill Districts	11	153	274	548	975	652	...	..	...	2,868	11,375	14,243
Assam Valley	5	62	108	307	477	263	...	...	...	1,538	5,714	7,252
Total unaided schools for Assam, 1911-12	16	215	382	855	1,452	915	...	...	..	4,406	17,089	21,495
Ditto ditto 1910-11	7	81	195	343	619	394	...		...	1,402	6,587	7,989
Total unaided schools for Eastern Bengal and Assam, 1911-12.	291	5,393	9,115	18,960	33,545	23,768	...	...	..	1,57,358	95,858	2,53,216
Total unaided schools for Eastern Bengal and Assam, 1910-11.	215	3,649	6,009	12,673	22,331	16,030	...	...	...	92,433	68,994	1,61,427
Grand Total, Government, Board, Aided and Unaided Schools, 1911-12. — Eastern Bengal	643	13,964	21,851	41,269	77,297	56,251	15,433	70,535	1,049	4,19,137	1,41,976	6,48,130
Assam	95	2,603	4,008	4,311	10,922	7,525	9,001	36,413	1,067	51,518	35,049	1,33,048
Eastern Bengal and Assam.	738	16,567	25,859	45,580	88,219	63,776	24,434	1,06,948	2,116	4,70,655	1,77,025	7,81,178
Grand Total, Government, Board, Aided and Unaided Schools, 1910-11. — Eastern Bengal	575	11,385	17,562	33,304	62,251	45,443	10,117	62,222	1,080	3,10,884	1,32,875	5,17,178
Assam	85	1,828	3,604	3,632	9,098	6,272	8,656	31,951	1,063	45,800	23,734	1,11,204
Eastern Bengal and Assam.	660	13,213	21,166	36,936	71,349	51,715	18,773	94,173	2,143	3,56,684	1,56,609	6,28,382

* Including 34 pupils in High stage.

APPENDIX G.

Statistics for Boys' Middle Vernacular Schools for the year 1911-12.

Division.	Number of Institutions.	Number of Pupils — On the rolls on 31st March.				Average daily attendance.	Direct Expenditure — From Government.			From other sources.		Total.
		Middle classes.	Upper Primary classes.	Lower Primary classes.	Total.		Provincial.	Local or District.	Municipal.	Fees.	Subscriptions, endowments and other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GOVERNMENT—												
Chittagong	2	5	3	75	83	64	1,988	...	...	224	...	2,212
Rajshahi	1	4	6	36	46	30	490	...	...	95	...	585
Total Government Schools for Eastern Bengal for 1911-12.	3	9	9	111	129	94	2,478	...	...	319	...	2,797
Total Government Schools for Eastern Bengal for 1910-11.	3	7	18	110	135	117	1,276	...	...	372	351	1,999
Surma Valley and Hill Districts	4	31	35	170	236	159	2,774	103	...	549	...	3,426
Assam Valley	12	292	197	726	1,215	837	9,673	1,202	12	3,201	...	14,088
Total Government Schools for Assam for 1911-12.	16	323	232	896	1,451	996	12,447	1,305	12	3,750	...	17,514
Total Government Schools for Assam for 1910-11.	16	229	311	812	1,352	937	10,837	1,010	...	4,189	...	16,036
Total Government Schools for Eastern Bengal and Assam for 1911-12.	19	332	241	1,007	1,580	1,090	14,925	1,305	12	4,069	...	20,311
Total Government Schools for Eastern Bengal and Assam for 1910-11.	19	236	329	922	1,487	1,054	12,113	1,010	...	4,561	351	18,035
DISTRICT OR MUNICIPAL—												
Dacca	13	65	127	821	1,013	703	...	3,783	...	3,413	404	7,600
Rajshahi	23	174	347	1,217	1,738	1,230	...	6,529	..	6,462	568	13,559
Total Board Schools for Eastern Bengal for 1911-12.	36	239	474	2,038	2,751	1,933	...	10,312	...	9 875	972	21,159
Total Board Schools for Eastern Bengal for 1910-11.	39	305	616	2,071	2,992	2,284	...	10,233	...	11,391	1,272	22,896
Surma Valley and Hill Districts	1	6	7	63	76	48	...	504	...	26	...	530
Assam Valley	4	48	74	77	199	134	...	1,913	...	605	21	2,539
Total Board Schools for Assam for 1911-12	5	54	81	140	275	182	...	2,417	...	631	21	3,069
Ditto ditto 1910-11	4	33	41	125	199	101	...	1,698	...	411	..	2,109
Total Board Schools for Eastern Bengal and Assam for 1911-12.	41	293	555	2,178	3,026	2,115	..	12,729	...	10,506	993	24,228
Total Board Schools for Eastern Bengal and Assam for 1910-11.	43	338	657	2,196	3,191	2,385	...	11,931	...	11,802	1,272	25,005
AIDED—												
Dacca	138	752	1,495	5,340	7,587	5,859	19,863	5,349	...	26,015	5,885	57,112
Chittagong	50	370	708	2,415	3,493	2,760	11,421	1,578	...	10,236	1,077	24,312
Rajshahi	47	378	647	1,903	2,928	2,177	757	6,523	...	10,010	5,111	23,301
Total Aided Schools for Eastern Bengal for 1911-12.	235	1,500	2,850	9,658	14,008	10,796	32,041	13,450	...	47,161	12,073	1,04,725
Total Aided Schools for Eastern Bengal for 1910-11.	244	1,788	3,051	9,483	14,322	10,928	29,125	14,179	...	49,829	14,662	1,07,795
Surma Valley and Hill Districts	6	110	94	268	472	359	9	1,867	...	1,613	897	4,386
Assam Valley	8	91	131	333	555	402	...	2,353	...	1,254	1,037	4,644
Total Aided Schools for Assam for 1911-12	14	201	225	601	1,027	761	9	4,220	...	2,867	1,934	9,030
Ditto ditto 1910-11	17	195	350	629	1,174	845	..	5,508	...	3,869	2,066	11,443
Total Aided Schools for Eastern Bengal and Assam for 1911-12.	249	1,701	3,075	10,259	15,035	11,557	32,050	17,670	...	50,028	14,007	1,13,755
Total Aided Schools for Eastern Bengal and Assam for 1910-11.	261	1,983	3,401	10,112	15,496	11,773	29,125	19,687	...	53,698	16,728	1,19,238
UNAIDED—												
Dacca	12	85	184	594	863	701	...	...	...	3,643	681	4,324
Chittagong	3	34	81	176	291	254	...	...	...	1,090	196	1,286
Rajshahi	3	34	23	137	194	134	...	...	...	530	410	940
Total Unaided Schools for Eastern Bengal for 1911-12.	18	153	288	907	1,348	1,089	...	...	...	5,263	1,287	6,550
Total Unaided Schools for Eastern Bengal for 1910-11.	24	217	464	1,183	1,864	1,337	...	...	...	6,712	2,065	8,777
Total Unaided Schools for Eastern Bengal and Assam for 1911-12.	18	153	288	907	1,348	1,089	...	...	...	5,263	1,287	6,550
Total Unaided Schools for Eastern Bengal and Assam for 1910-11.	24	217	464	1,183	1,846	1,337	...	...	...	6,712	2,065	8,777
GRAND TOTAL, GOVERNMENT, BOARD, AIDED AND UNAIDED SCHOOLS FOR 1911-12. — Eastern Bengal	292	1,901	3,621	12,714	18,236	13,912	34,519	23,762	...	62,618	14,332	1,35,231
— Assam	35	578	538	1,637	2,753	1,939	12,456	7,942	12	7,248	1,955	29,613
— Eastern Bengal and Assam.	327	2,479	4,159	14,351	20,989	15,851	46,975	31,704	12	69,866	16,287	1,64,844
GRAND TOTAL, GOVERNMENT, BOARD, AIDED AND UNAIDED SCHOOLS FOR 1910-11. — Eastern Bengal	310	2,317	4,149	12,847	19,313	14,666	30,401	24,412	...	68,304	18,350	1,41,467
— Assam	37	457	702	1,566	2,725	1,883	10,837	8,216	...	8,469	2,066	29,588
— Eastern Bengal and Assam.	347	2,774	4,851	14,413	22,038	16,549	41,238	32,628	...	76,773	20,416	1,71,055

APPENDIX H.

Statistics of Boys' Upper Primary Schools for the year 1911-12.

Division.	Number of Institutions.	Number of Pupils—On 31st March.			Average daily attendance.	Direct Expenditure—From Government.			From other sources.		Total.
		Upper Primary classes.	Lower Primary classes.	Total.		Provincial.	Local or District fund.	Municipal.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government:—											
Dacca	16	50	760	810	631	7,860	...	...	650	...	8,510
Chittagong	6	38	270	308	189	2,556	...	...	114	...	2,670
Rajshahi	15	86	517	603	475	5,688	...	...	506	...	6,194
Total for Eastern Bengal for 1911-12 ...	37	174	1,547	1,721	1,295	16,104	...	...	1,270	...	17,374
Ditto ditto for 1910-11 ...	37	174	1,416	1,590	1,102	15,088	...	...	1,074	17	16,179
Total for Eastern Bengal and Assam for 1911-12.	37	174	1,547	1,721	1,295	16,104	...	...	1,270	...	17,374
Total for Eastern Bengal and Assam for 1910-11.	37	174	1,416	1,590	1,102	15,088	...	...	1,074	17	16,179
Local, District or Municipal Board:—											
Dacca	3	9	88	97	64	...	471	...	63	...	534
Rajshahi	13	135	672	807	589	...	1,052	...	1,477	...	2,529
Total for Eastern Bengal for 1911-12 ...	16	144	760	904	653	...	1,523	...	1,540	...	3,063
Ditto ditto for 1910-11	17	148	706	854	652	...	1,561	...	1,691	24	3,276
Surma Valley and Hill Districts	7	53	236	289	201	...	1,988	...	324	...	2,312
Assam Valley	6	79	255	334	250	...	1,306	954	648	...	2,908
Total for Assam for 1911-12	13	132	491	623	451	...	3,294	954	972	...	5,220
Ditto for 1910-11	18	215	504	719	574	...	3,498	800	1,288	10	5,601
Total for Eastern Bengal and Assam for 1911-12.	29	276	1,251	1,527	1,104	...	4,817	954	2,512	...	8,283
Total for Eastern Bengal and Assam for 1910-11.	30	363	1,210	1,573	1,226	...	5,059	800	2,974	44	8,877
Aided:—											
Dacca	681	4,329	32,613	36,942	27,606	2,366	34,098	1,779	72,052	12,165	1,22,460
Chittagong...	396	3,084	21,588	24,672	19,711	6,162	19,390	690	48,962	3,455	78,659
Rajshahi	506	3,631	23,287	26,918	20,076	2,023	34,224	612	52,365	9,236	98,520
Total for Eastern Bengal for 1911-12 ...	1,583	11,044	77,488	88,532	67,393	10,551	87,712	3,381	1,73,379	24,916	2,99,639
Ditto ditto for 1910-11 ...	1,735	12,991	79,297	92,288	71,941	11,737	92,395	3,195	1,85,472	26,982	3,19,781
Surma Valley and Hill Districts	29	(a) 415	1,286	1,701	1,205	2,164	2,374	...	2,560	4,867	11,965
Assam Valley	26	422	930	1,352	935	247	3,278	...	1,876	1,596	6,997
Total for Assam for 1911-12	55	837	2,216	3,053	2,140	2,411	5,652	...	4,436	6,463	18,962
Ditto for 1910-11	57	755	2,224	(b) 2,991	2,169	1,577	7,644	...	4,599	4,589	18,409
Total for Eastern Bengal and Assam for 1911-12.	1,638	11,881	79,704	91,585	69,533	12,962	93,364	3,081	1,77,915	31,379	3,18,601
Total for Eastern Bengal and Assam for 1910-11.	1,792	13,746	81,521	(b) 95,279	74,110	13,314	1,00,039	3,195	1,90,071	31,571	3,38,190
Unaided:—											
Dacca	45	298	2,150	2,448	1,869	...	...	...	4,440	2,663	7,103
Chittagong	5	45	286	331	248	...	...	...	363	...	363
Rajshahi	12	99	528	627	450	...	...	...	797	1,146	1,943
Total for Eastern Bengal for 1911-12 ...	62	442	2,964	3,406	2,570	...	...	...	5,600	3,809	9,409
Ditto ditto for 1910-11 ...	66	502	2,873	3,375	2,500	...	...	...	6,477	3,919	10,396
Aseam Valley	6	68	197	265	167	...	...	...	...	1,104	1,104
Total for Assam for 1911-12	6	68	197	265	167	...	...	...	...	1,104	1,104
Ditto ditto for 1910-11 ...	8	146	204	350	259	...	...	...	74	3,172	3,246
Total for Eastern Bengal and Assam for 1911-12.	68	510	3,161	3,671	2,755	...	...	...	5,600	4,913	10,513
Total for Eastern Bengal and Assam for 1910-11.	74	648	3,077	3,725	2,759	...	...	...	6,551	7,091	13,642
Grand Total for Upper Primary Schools for 1911-12. Eastern Bengal	1,698	11,804	82,759	94,563	71,911	26,655	89,235	3,081	1,81,789	28,725	3,29,485
Grand Total for Upper Primary Schools for 1911-12. Assam	74	1,037	2,904	3,941	2,758	2,411	8,946	954	5,408	7,567	25,286
Grand Total for Upper Primary Schools for 1911-12. Eastern Bengal and Assam.	1,772	12,841	85,663	98,504	74,669	29,066	98,181	4,035	1,87,197	36,292	3,54,771
Grand Total for Upper Primary Schools for 1910-11. Eastern Bengal	1,855	13,815	84,292	98,107	76,213	26,825	93,956	3,195	1,94,714	33,942	3,49,632
Grand Total for Upper Primary Schools for 1910-11. Assam	78	(a) 1,116	2,932	(b) 4,060	3,002	1,577	11,142	800	5,956	7,781	27,256
Grand Total for Upper Primary Schools for 1910-11. Eastern Bengal and Assam.	1,933	(a) 14,931	87,224	(b) 102,167	79,215	28,402	1,05,098	3,995	2,00,670	38,723	3,76,888

(a) Including 9 pupils in the middle stage. (b) Including 12 pupils in the middle classes.

APPENDIX I.

Statistics of Boys' Lower Primary Schools for the year 1911-12.

Division.	Number of institutions.	Number of pupils on the 31st March — In the upper three classes.	Number of pupils on the 31st March — In the fourth class.	Number of pupils on the 31st March — Total.	Average daily attendance.	Direct expenditure — From Government — Provincial.	From Government — Local or district.	From Government — Municipal.	From other sources — Fees.	From other sources — Subscriptions, endowments and other sources.	From other sources — Total.
1	2	3	4	5	6	7	8	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GOVERNMENT—											
Chittagong	5	70	131	201	151	650	...	...	132	...	782
Rajshahi	2	62	...	62	50	24	...	...	...	...	24
Total for Eastern Bengal for 1911-12 ...	7	132	131	263	201	674	...	...	132	...	806
Total for Eastern Bengal for 1910-11 ...	4	79	70	149	128	...	...	...	152	60	212
Surma Valley and Hill Districts	10	194	...	194	162	1,767	...	...	...	...	1,767
Assam Valley	40	751	353	1,104	822	3,803	...	...	...	...	3,803
Total for Assam for 1911-12	50	945	353	1,298	984	5,570	...	...	...	...	5,570
Total for Assam for 1910-11	41	600	248	848	701	5,277	...	...	...	...	5,277
Total for Eastern Bengal and Assam for 1911-12.	57	1,077	484	1,561	1,185	6,244	...	...	132	...	6,376
Total for Eastern Bengal and Assam for 1910-11.	45	679	318	997	829	5,277	...	...	152	60	5,489
LOCAL, DISTRICT OR MUNICIPAL BOARD—											
Dacca	525	13,669(*a*)	14,260	27,929	20,939	501	40,791	...	40,838	4,605	86,735
Chittagong	278	8,313(*b*)	9,652	17,965	13,718	188	30,617	...	21,682	844	53,331
Rajshahi	536	14,241	10,102	24,343	17,994	581	35,968	418	34,659	4,366	75,992
Total for Eastern Bengal for 1911-12 ...	1,339	36,223	34,014	70,237	52,651	1,270	1,07,376	418	97,179	9,815	2,16,058
Total for Eastern Bengal for 1910-11 ...	1,090	32,715	20,851	53,566	40,050	1,254	85,134	475	73,073	7,416	1,67,352
Surma Valley and Hill Districts	1,227	28,008(*c*)	31,087	59,095	37,578	2,896	1,63,685	1,192	1,626	3,132	1,72,531
Assam Valley	1,407	21,700	38,126	59,826	36,205	...	1,80,975	4,395	1,400	856	1,87,536
Total for Assam for 1911-12	2,634	49,708	69,213	118,921	73,783	2,896	3,44,660	5,497	3,026	3,988	3,60,067
Total for Assam for 1910-11	2,637	44,878	64,589	109,467	72,741	2,487	3,43,252	5,057	3,327	4,419	3,58,542
Total for Eastern Bengal and Assam for 1911-12.	3,973	85,931	103,227	189,158	126,434	4,166	4,52,036	5,915	1,00,205	13,803	5,76,125
Total for Eastern Bengal and Assam for 1910-11.	3,717	77,593	85,440	163,033	112,791	3,741	4,28,386	5,532	76,400	11,835	5,25,894
AIDED—											
Dacca	3,302	57,820(*d*)	77,012	134,832	102,326	4,125	78,412	4,309	1,95,648	34,286	3,16,780
Chittagong	2,421	41,674(*e*)	56,006	97,680	75,393	13,500	43,778	1,853	1,27,631	9,372	1,96,134
Rajshahi	3,032	59,318(*f*)	46,841	106,159	79,147	4,853	78,478	2,884	1,63,966	25,265	2,75,446
Total for Eastern Bengal for 1911-12 ...	9,255	158,812	179,859	338,671	256,866	22,478	2,00,668	9,046	4,87,245	68,923	7,88,360
Ditto 1910-11 ...	8,871	185,514	125,870	311,384	237,999	23,244	2,04,478	9,242	4,41,234	70,375	7,48,573
Surma Valley and Hill Districts	421	3,571(*g*)	5,238	8,809	6,054	11,912	...	...	...	63,242	75,154
Assam Valley	149	1,736	1,783	3,519	2,776	7,056	..	278	213	6,924	14,471
Total for Assam for 1911-12	570	5,307	7,021	12,328	8,830	18,968	...	278	213	70,166	89,625
Ditto 1910-11	563	3,428	8,351	11,779	8,684	21,065	...	228	194	63,411	84,898
Total for Eastern Bengal and Assam for 1911-12.	9,825	164,119	186,880	350,999	265,696	41,446	2,00,668	9,324	4,87,458	1,39,089	8,77,985
Total for Eastern Bengal and Assam for 1910-11.	9,434	188,942	134,221	323,163	246,683	44,309	2,04,478	9,470	4,41,428	1,33,786	8,33,471
UNAIDED—											
Dacca	1,351	14,063	25,691	39,754	29,376	...	...	...	41,442	14,923	56,365
Chittagong	209	2,429	5,061	7,490	5,712	...	...	...	9,295	607	9,902
Rajshahi	395	5,981	5,646	11,627	8,568	...	...	...	13,128	3,895	17,023
Total for Eastern Bengal for 1911-12 ...	1,955	22,473	36,398	58,871	43,656	...	..	...	63,865	19,425	83,290
Ditto 1910-11 ...	2,046	31,924	28,336	60,260	44,645	...	...	...	66,158	17,207	83,365
Surma Valley and Hill Districts	95	971	2,653	3,624	2 530	...	...	...	205	5,219	5,424
Assam Valley	46	273	1,363	1,636	1,096	...	...	...	68	1,043	1,111
Total for Assam for 1911-12	141	1,244	4,016	5,260	3,626	...	...	...	273	6,262	6,535
Ditto 1910-11	117	613	3,539	4,152	2,772	...	...	...	217	6,087	6,304
Total for Eastern Bengal and Assam for 1911-12.	2,096	23,717	40,414	64,131	47,282	...	...	...	64,138	25,687	89,825
Total for Eastern Bengal and Assam for 1910-11.	2,163	32,537	31,875	64,412	47,417	...	...	...	66,375	23,294	89,669
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1911-12. — Eastern Bengal	12,556	217,640	250,402	468,042	353,374	24,422	3,08,044	9,464	6,48,421	98,163	10,88,514
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1911-12. — Assam ...	3,395	57,204	80,603	137,807	87,223	27,434	3,44,660	5,775	3,512	80,416	4,61,797
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1911-12. — Eastern Bengal and Assam.	15,951	274,844	331,005	605,849	440,597	51,856	6,52,704	15,239	6,51,933	1,78,579	15,50,311
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1910-11. — Eastern Bengal	12,001	250,232	175,127	425,359	322,892	24,498	2,89,612	9,717	5,80,617	95,058	9,99,502
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1910-11. — Assam ...	3,358	49,519	76,727	126,246	84,898	28,829	3,43,252	5,285	3,738	73,917	4,55,021
GRAND TOTAL FOR BOYS' LOWER PRIMARY SCHOOLS FOR 1910-11. — Eastern Bengal and Assam.	15,359	299,751	251,854	551,605	407,720	53,327	6,32,864	15,002	5,84,355	1,68,975	14,54,523

(*a*) Includes 37 boys of upper primary stage.
(*b*) Ditto 1 boy ditto.
(*c*) Ditto 6 pupils ditto.
(*d*) Includes 29 pupils of upper primary stage.
(*e*) Ditto 5 ditto.
(*f*) Ditto 1 girl ditto.
(*g*) Includes 2 pupils of upper primary stage.

APPENDIX J.

Statistics of Girls' High English Schools for the year 1911-12.

Division.	Number of Institutions.	Number of Pupils — On rolls on 31st March.						Average daily attendance.	Direct Expenditure — From Government.			From other sources.		
		High classes.	Middle classes.	Primary Upper classes.	Lower Primary classes. In the upper three classes.	Lower Primary classes. In the fourth class.	Total.		Provincial.	Local or District.	Municipal.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
HIGH ENGLISH SCHOOLS—														
Government—														
Dacca	2	75	61	72	206	...	414	296	34,128	...	...	2,862	45	37,030
Chittagong	1	3	8	22	70		103	75	6,253	300	...	627	403	7,583
Total for Eastern Bengal for 1911-12.	3	78	69	94	276	...	517	371	40,376	300	...	3,489	448	44,613
Total for Eastern Bengal for 1910-11.	3	60	74	105	240	...	479	329	39,510	360	...	2,597	536	43,003
Total for Eastern Bengal and Assam for 1911-12.	3	78	69	94	276	...	517	371	40,376	300	...	3,489	448	44,613
Total for Eastern Bengal and Assam for 1910-11.	3	60	74	105	240	...	479	329	39,510	360	...	2,597	536	43,003
Unaided—														
Surma valley and Hill Districts ..	1	14	20	35	89	65	223	163	...	...	...	203	1,217	1,420
Total for Assam for 1911-12 ...	1	14	20	35	89	65	223	163	...	...	...	203	1,217	1,420
Total for Eastern Bengal and Assam for 1911-12.	1	14	20	35	89	65	223	163	...	...	...	203	1,217	1,420
Grand Total of Girls' High Schools for 1911-12. — Eastern Bengal	3	78	69	94	276	...	517	371	40,376	300	...	3,489	448	44,613
Grand Total of Girls' High Schools for 1911-12. — Assam	1	14	20	35	89	65	223	163	...	...	...	203	1,217	1,420
Grand Total of Girls' High Schools for 1911-12. — Eastern Bengal and Assam.	4	92	89	129	365	65	740	534	40,376	300	...	3,692	1,665	46,033
Grand Total of Girls' High Schools for 1910-11. — Eastern Bengal	3	60	74	105	240	...	479	329	39,510	360	...	2,597	536	43,003
Grand Total of Girls' High Schools for 1910-11. — Eastern Bengal and Assam.	3	60	74	105	240	...	479	329	39,510	360	...	2,597	536	43,003

Statistics of Girls' Middle English Schools for 1911-12.

Middle English Schools, Government—														
Chittagong	1	...	3	12	126	...	141	80	4,550	...	...	...	...	4,550
Total for Eastern Bengal for 1911-12.	1	...	3	12	126	...	141	80	4,550	...	...	...	...	4,550
Total for Eastern Bengal for 1910-11.	1	...	7	28	77	...	112	68	3,897	...	...	...	...	3,897
Surma Valley and Hill Districts ...	1	...	6	7	58	34	105	61	3,573	...	...	...	...	3,573
Total for Assam for 1911-12 ...	1	...	6	7	58	34	105	61	3,573	...	...	...	...	3,573
Ditto for 1910-11 ...	1	...	4	8	37	51	100	48	2,795	...	...	...	...	2,795
Total for Eastern Bengal and Assam for 1911-12	2	...	9	19	184	34	246	141	8,123	...	...	...	...	8,123
Total for Eastern Bengal and Assam for 1910-11.	2	...	11	36	114	51	212	116	6,692	...	...	...	...	6,692
Aided—														
Dacca	2	...	28	30	112	78	248	212	2,458		120	346	2,978	5,902
Total for Eastern Bengal for 1911-12.	2	...	28	30	112	78	248	212	2,458	...	120	346	2,978	5,902
Total for Eastern Bengal for 1910-11.	1	...	6	9	74	...	89	72	...	...	120	269	816	1,205
Surma Valley and Hill Districts ...	1	...	7	10	108	17	142	91	1,440	...	...	122	480	2,042
Total for Assam for 1911-12 ..	1	...	7	10	108	17	142	91	1,440	...	...	122	480	2,042
Ditto for 1910-11 ...	1	...	4	8	51	54	117	78	1,440	...	...	260	480	2,180
Total for Eastern Bengal and Assam for 1911-12.	3	...	35	40	220	95	390	303	3,898	...	120	468	3,458	7,944
Total for Eastern Bengal and Assam for 1910-11.	2	...	10	17	125	54	206	150	1,440	...	120	470	1,128	3,432
Unaided—														
Total for Assam for 1910-11 ...	1	13	18	38	82	84	235	164	...	...	...	187	1,980	2,167
Total for Eastern Bengal and Assam for 1910-11.	1	13	18	38	82	84	235	164	...	...	...	187	1,980	2,167
Grand Total of Middle English Girls' Schools for 1911-12. — Eastern Bengal	3	...	31	42	238	78	389	292	7,008	...	120	346	2,978	10,452
Grand Total of Middle English Girls' Schools for 1911-12. — Assam ..	2	...	13	17	166	51	247	152	5,013	...	...	122	480	5,615
Grand Total of Middle English Girls' Schools for 1911-12. — Eastern Bengal and Assam.	5	...	44	59	404	129	636	444	12,021	...	120	468	3,458	16,067
Grand Total of Middle English Girls' Schools for 1910-11. — Eastern Bengal...	2	...	13	37	151	...	201	140	3,897	...	120	269	816	5,102
Grand Total of Middle English Girls' Schools for 1910-11. — Assam ...	3	13	26	54	170	189	452	290	4,235	...	...	447	2,460	7,142
Grand Total of Middle English Girls' Schools for 1910-11. — Eastern Bengal and Assam.	5	13	39	91	321	189	653	430	8,132	...	120	716	3,276	12,244

APPENDIX J—*continued.*

Statistics of Girls' Middle Vernacular Schools for 1911-12.

Division.	Number of Institutions.	NUMBER OF PUPILS— On rolls on 31st March.						Average daily attendance.	DIRECT EXPENDITURE— From Government.			From other sources.		Total.
		High classes.	Middle classes.	Primary Upper classes.	Lower Primary classes. In the upper three classes.	Lower Primary classes. In the fourth class.	Total.		Provincial.	District or Local.	Municipal.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MIDDLE VERNACULAR SCHOOLS, GOVERNMENT—														
Dacca	1	...	1	3	35	62	101	69	1,837	...	...	...	...	1,837
Chittagong	1	...	7	12	59	67	145	105	2,143	...	...	107	131	2,381
Total for Eastern Bengal for 1911-12.	2	...	8	15	94	129	246	174	3,980	...	...	107	131	4,218
Total for Eastern Bengal for 1910-11.	2	...	8	20	123	62	213	148	1,702	424	50	94	...	2,270
Assam Valley	1	...	2	2	46	38	88	62	1,520	...	...	77	...	1,597
Total for Assam for 1911-12 ...	1	...	2	2	46	38	88	62	1,520	...	...	77	...	1,597
Total for Eastern Bengal and Assam for 1911-12.	3	...	10	17	140	167	334	236	5,500	...	...	184	131	5,815
Total for Eastern Bengal and Assam for 1910-11.	2	...	8	20	123	62	213	148	1,702	424	50	94	...	2,270
AIDED—														
Dacca	1	...	7	14	77	30	128	106	540	...	...	...	840	1,380
Rajshahi	3	...	6	12	114	93	225	152	1,031	288	322	412	816	2,869
Total for Eastern Bengal for 1911-12.	4	...	13	26	191	123	353	258	1,571	288	322	412	1,656	4,249
Total for Eastern Bengal for 1910-11.	5	...	12	34	241	124	411	311	1,747	284	404	347	3,181	5,963
Assam Valley	5	...	37	12	128	182	359	248	1,085	2,368	1,433	399	1,277	6,562
Total for Assam for 1911-12 ...	5	...	37	12	128	182	359	248	1,085	2,368	1,433	399	1,277	6,562
Ditto for 1910-11 ...	5	...	12	42	158	113	325	233	534	2,385	1,456	337	950	5,662
Total for Eastern Bengal and Assam for 1911-12.	9	...	50	38	319	305	712	506	2,656	2,656	1,755	811	2,933	10,811
Total for Eastern Bengal and Assam for 1910-11.	10	...	24	76	399	237	736	544	2,281	2,669	1,860	684	4,131	11,625
UNAIDED—														
Dacca	1	...	2	4	34	18	58	28	...	...	...	...	591	591
Total for Eastern Bengal for 1911-12.	1	...	2	4	34	18	58	28	...	...	...	...	591	591
Total for Eastern Bengal for 1910-11.	1	...	1	5	40	7	53	33	...	...	...	...	520	520
Total for Eastern Bengal and Assam for 1911-12.	1	...	2	4	34	18	58	28	...	...	...	...	591	591
Total for Eastern Bengal and Assam for 1910-11.	1	...	1	5	40	7	53	33	...	...	...	...	520	520
GRAND TOTAL FOR GIRLS' MIDDLE VERNACULAR SCHOOLS FOR 1911-12. Eastern Bengal	7	...	23	45	319	270	657	460	5,551	288	322	519	2,378	9,058
Assam	6	...	39	14	174	220	447	310	2,605	2,368	1,433	476	1,277	8,159
Eastern Bengal and Assam.	13	...	62	59	493	490	1,104	770	8,156	2,656	1,755	995	3,655	17,217
GRAND TOTAL FOR GIRLS' MIDDLE VERNACULAR SCHOOLS FOR 1910-11. Eastern Bengal	8	...	21	59	404	193	677	492	3,449	708	454	441	3,701	8,753
Assam	5	...	12	42	158	113	325	233	534	2,385	1,456	337	950	5,662
Eastern Bengal and Assam.	13	...	33	101	562	306	1,002	725	3,983	3,093	1,910	778	4,651	14,415

STATEMENT J—*continued.*

Statistics of Girls' Upper Primary Schools for the year 1911-12.

Division.	Number of Institutions.	Number of Pupils—On rolls on 31st March. High classes.	Middle classes.	Primary Upper classes.	Lower Primary classes. In the upper three classes.	Lower Primary classes. In the fourth class.	Total.	Average daily attendance.	Direct Expenditure—From Government. Provincial.	Local or District.	Municipal.	From other sources. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UPPER PRIMARY SCHOOLS—									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GOVERNMENT—														
Dacca	6	...	...	20	120	163	303	207	1,506	...	...	53	108	1,667
Chittagong	2	...	1	4	30	69	104	82	471	...	...	...	...	471
Total for Eastern Bengal for 1911-12.	8	...	1	24	150	232	407	289	1,977	...	...	53	108	2,138
Total for Eastern Bengal for 1910-11.	8	...	4	22	219	135	380	269	1,862	...	...	38	3	1,903
Assam Valley	1	...	...	4	20	38	62	43	975	...	...	...	...	975
Total for Assam for 1911-12 ...	1	...	...	4	20	38	62	43	975	...	...	...	...	975
Ditto for 1910-11 ...	2	...	3	6	110	23	142	100	2,367	...	...	32	...	2,399
Total for Eastern Bengal and Assam for 1911-12.	9	...	1	28	170	270	469	332	2,952	...	...	53	108	3,113
Total for Eastern Bengal and Assam for 1910-11.	10	...	3	30	220	287	540	359	4,214	...	...	56	84	4,354
DISTRICT, LOCAL OR MUNICIPAL BOARD—														
Dacca	1	...	...	7	34	44	85	49	...	...	1,133	256	87	1,476
Rajshahi	1	...	2	...	20	37	59	23	240	160	...	...	...	500
Total for Eastern Bengal for 1911-12.	2	...	2	7	54	81	144	72	240	260	1,133	256	87	1,976
Total for Eastern Bengal for 1910-11.	2	...	2	7	57	63	129	70	300	68	1,286	178	...	1,832
Surma Valley and Hill Districts ..	1	...	...	3	20	23	46	32	...	279	175	...	..	454
Assam Valley	1	...	...	4	21	43	68	56	...	567	...	...	13	580
Total for Assam for 1911-12 ...	2	...	...	7	41	66	114	88	...	846	175	...	13	1,034
Ditto for 1910-11 ...	1	...	...	4	15	23	42	16	...	245	166	...	...	411
Total for Eastern Bengal and Assam for 1911-12.	4	...	2	14	95	147	258	160	240	1,106	1,308	256	100	3,010
Total for Eastern Bengal and Assam for 1910-11.	3	...	2	11	72	86	171	86	300	313	1,452	178	...	2,243
AIDED—														
Dacca	37	...	5	77	750	896	1,723	1,224	2,623	1,631	1,159	383	3,539	9,335
Chittagong	16	...	1	35	281	353	670	475	672	928	408	47	805	2,860
Rajshahi	13	...	12	44	503	285	844	583	2,149	902	771	779	4,550	9,151
Total for Eastern Bengal for 1911-12.	66	...	18	156	1,534	1,534	3,242	2,282	5,444	3,461	2,338	1,209	8,894	21,346
Total for Eastern Bengal for 1910-11.	49	..	11	130	1,211	1,026	2,378	1,658	4,474	1,904	2,286	970	11,559	21,193
Surma Valley and Hill Districts ...	3	...	1	11	56	24	92	83	619	...	360	239	637	1,855
Total for Assam for 1911-12 ...	3	...	1	11	56	24	92	83	619	...	360	239	637	1,855
Ditto for 1910-11 ...	3	...	...	8	60	70	138	118	429	...	450	528	685	2,092
Total for Eastern Bengal and Assam for 1911-12.	69	...	19	167	1,590	1,558	3,334	2,365	6,063	3,461	2,698	1,448	9,531	23,201
Total for Eastern Bengal and Assam for 1910-11.	52	...	11	138	1,271	1,096	2,516	1,776	4,903	1,904	2,736	1,498	12,244	23,285
UNAIDED—														
Dacca	1	...	...	5	44	22	71	38	...	...	...	...	496	496
Chittagong	1	...	1	...	3	2	6	5	...	...	...	...	252	252
Total for Eastern Bengal for 1911-12.	2	...	1	5	47	24	77	43	...	...	...	...	748	748
Total for Eastern Bengal for 1910-11.	2	...	...	11	63	43	117	81	...	...	...	...	656	656
Surma Valley and Hill Disiricts ..	1	...	...	1	19	75	95	59	...	...	...	...	...	...
Total for Assam for 1911-12 ...	1	...	...	1	19	75	95	59	...	...	...	...	...	...
Ditto for 1910-11 ...	1	...	...	2	12	37	51	39	...	...	...	...	...	...
Total for Eastern Bengal and Assam for 1911-12.	3	...	1	6	66	99	172	102	...	...	...	...	748	748
Total for Eastern Bengal and Assam for 1910-11.	3	...	...	13	75	80	168	120	...	...	...	...	656	656
GRAND TOTAL FOR GIRLS' UPPER PRIMARY SCHOOLS FOR 1911-12. Eastern Bengal	78	...	22	192	1,785	1,871	3,870	2,686	7,661	3,721	3,471	1,518	9,857	26,208
Assam	7	...	2	23	136	203	363	273	1,594	846	535	239	650	3,864
Eastern Bengal and Assam.	85	...	24	215	1,921	2,074	4,233	2,959	9,255	4,567	4,006	1,757	10,487	30,072
GRAND TOTAL FOR GIRLS' UPPER PRIMARY SCHOOLS FOR 1910-11. Eastern Bengal	7	...	3	20	197	153	373	273	2,796	245	616	560	685	4,902
Assam	61	...	17	170	1,550	1,267	3,004	2,078	6,636	1,972	3,572	1,186	12,218	25,584
Eastern Bengal and Assam.	68	...	20	190	1,747	1,420	3,377	2,351	9,432	2,217	4,188	1,746	12,903	30,486

APPENDIX J—*concluded.*

Statistics of Girls' Lower Primary Schools for the year 1911-12.

Division.	Number of Institutions.	Number of Pupils—On the 31st March.						Average daily attendance.	Direct Expenditure—From Government.			From other sources.		
		High classes.	Middle classes.	Upper Primary.	Lower Primary classes. In the upper three classes.	Lower Primary classes. In the fourth class.	Total.		Provincial.	Local or district.	Municipal.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
LOWER PRIMARY SCHOOLS—									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GOVERNMENT—														
Dacca	2	...	...	1	15	64	80	46	432	...	...	...	...	432
Chittagong	9	...	...	3	187	186	376	281	3,345	559	72	19	14	4,009
Rajshahi	13	...	...	9	309	292	610	455	2,799	619	24	15	909	4,366
Total for Eastern Bengal for 1911-12.	24	...	...	13	511	542	1,066	782	6,576	1,178	96	34	923	8,807
Total for Eastern Bengal for 1910-11.	23	...	...	15	510	496	1,021	770	5,359	903	90	21	522	6,895
Surma Valley and Hill Districts	1	...	1	6	29	27	63	39	1,500	...	60	...	94	1,654
Assam Valley	1	...	1	...	9	47	57	41	1,071	...	...	...	...	1,071
Total for Assam for 1911-12	2	...	2	6	38	74	120	80	2,571	...	60	...	94	2,725
Ditto for 1910-11	2	...	...	1	38	69	108	68	1,928	...	60	...	118	2,106
Total for Eastern Bengal and Assam for 1911-12.	26	...	2	19	549	616	1,186	862	9,147	1,178	156	34	1,017	11,532
Total for Eastern Bengal and Assam for 1910-11.	25	...	...	16	548	565	1,129	838	7,287	903	150	21	640	9,001
LOCAL, DISTRICT OR MUNICIPAL BOARD—														
Chittagong	1	...	...	3	18	39	60	50	...	249	...	...	...	249
Total for Eastern Bengal for 1911-12.	1	...	...	3	18	39	60	50	...	249	...	...	...	249
Total for Eastern Bengal for 1910-11.	2	...	3	9	62	26	100	101	27	301	...	...	18	346
Surma Valley and Hill Districts	107	...	...	4	691	2,228	2,923	1,881	84	10,148	108	...	...	10,340
Assam Valley	77	...	...	3	297	1,862	2,162	1,389	...	7,619	236	...	184	8,039
Total for Assam for 1911-12	184	...	...	7	988	4,090	5,085	3,270	84	17,767	344	...	184	18,379
Ditto for 1910-11	170	...	...	4	796	3,522	4,322	2,819	...	17,513	317	42	285	18,485
Total for Eastern Bengal and Assam for 1911-12.	185	...	...	01	1,006	4,129	5,145	3,320	84	18,016	344	...	184	18,628
Total for Eastern Bengal and Assam for 1910-11.	172	...	3	3	858	3,548	4,422	2,920	27	17,814	317	42	285	18,485
AIDED—														
Dacca	2,119	...	...	34	11,943	31,770	43,747	33,050	7,754	53,172	3,789	1,625	5,292	71,532
Chittagong	1,070	...	...	20	5,515	19,606	25,141	18,874	3,407	23,315	915	398	1,224	29,262
Rajshahi	811	...	...	84	8,695	9,237	18,016	13,715	2,785	30,503	656	1,272	5,805	41,021
Total for Eastern Bengal for 1911-12.	4,000	...	...	138	26,153	60,613	86,904	65,639	13,946	1,06,990	5,363	3,195	12,321	1,41,815
Total for Eastern Bengal for 1910-11.	3,687	...	...	134	31,819	46,617	78,571	59,073	12,039	99,548	4,691	2,901	9,848	1,29,027
Surma Valley and Hill Districts	21	...	...	...	213	447	660	456	695	...	...	...	3,288	3,983
Assam Valley	4	...	...	3	58	134	195	93	350	1,059	515	...	591	2,515
Total for Assam for 1911-12	25	...	...	3	271	581	855	554	1,045	1,059	515	...	3,879	6,498
Ditto for 1910-11	19	...	...	3	184	500	687	460	518	954	422	...	2,761	4,655
Total for Eastern Bengal and Assam for 1911-12.	4,025	...	...	141	26,424	61,194	87,759	66,193	14,991	1,08,049	5,878	3,195	16,200	1,48,313
Total for Eastern Bengal and Assam for 1910-11.	3,706	...	1	137	32,003	47,117	79,258	59,533	12,557	1,00,502	5,113	2,901	12,609	1,33,682
UNAIDED—														
Dacca	357	...	...	...	945	5,326	6,271	4,794	...	...	...	248	1,356	1,604
Chittagong	142	...	...	1	545	2,532	3,078	2,285	...	...	...	...	1,033	1,033
Rajshahi	113	...	...	1	962	1,395	2,358	1,732	...	...	...	154	938	1,092
Total for Eastern Bengal for 1911-12.	612	...	...	2	2,452	9,253	11,707	8,811	...	...	...	402	3,327	3,729
Total for Eastern Bengal for 1910-11.	532	...	...	1	2,812	7,150	9,963	7,412	...	...	...	630	1,841	2,471
Surma Valley and Hill Districts	16	...	...	...	82	414	496	366	...	...	...	...	168	168
Assam	7	...	...	5	28	258	291	198	...	...	...	...	782	782
Total for Assam for 1911-12	23	...	...	5	110	672	787	564	...	...	...	...	950	950
Ditto for 1910-11	24	...	4	5	117	605	731	437	...	...	...	...	1,101	1,101
Total for Eastern Bengal and Assam for 1911-12.	635	...	...	7	2,562	9,925	12,494	9,375	...	...	...	402	4,277	4,679
Total for Eastern Bengal and Assam for 1910-11.	556	...	4	6	2,929	7,755	10,694	7,849	...	...	...	630	2,942	3,572
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1911-12. Eastern Bengal	4,637	...	...	156	29,134	70,447	99,737	75,282	20,522	1,08,417	5,459	3,631	16,571	1,54,600
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1911-12. Assam	234	...	2	21	1,407	5,417	6,847	4,468	3,700	18,826	919	...	5,107	28,552
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1911-12. Eastern Bengal and Assam.	4,871	...	2	177	30,541	75,864	106,584	79,750	24,222	1,27,243	6,378	3,631	21,678	1,83,152
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1910-11. Eastern Bengal	4,244	...	4	159	35,203	54,289	89,655	59,356	17,425	1,00,742	4,781	3,552	12,229	1,38,739
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1910-11. Assam	215	...	4	13	1,135	4,696	5,848	3,784	2,446	18,477	799	42	4,247	26,001
GRAND TOTAL FOR GIRLS' LOWER PRIMARY SCHOOLS FOR 1910-11. Eastern Bengal and Assam.	4,459	...	8	172	36,338	58,985	95,503	63,140	19,871	1,19,219	5,580	3,594	16,476	1,64,740

APPENDIX K, PART I.

(All Training Schools, excepting Apprenticeships.)

Statistics of Training Schools for the year 1911-12.

Divisions.	Number of Institutions.	Number of Pupils. On the rolls on 31st March.	Number of Pupils. Average number on rolls monthly.	Number of Pupils. Average daily attendance.	Direct Expenditure. From Government. Provincial.	Direct Expenditure. From Government. Local.	Direct Expenditure. Total.	Cost of educating each Pupil. Government.	Cost of educating each Pupil. Total.
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government—									
Dacca	20	445	413	372	47,800	...	49,812	115 11 9	120 9 9
Chittagong	11	271	242	211	24,178	...	24,617	99 14 6	101 4 11
Rajshahi	16	316	280	238	28,921	...	30,532	104 11 6	109 0 8
Total for Eastern Bengal for 1911-12	47	1,032	935	821	1,00,899	...	1,04,861	107 14 7	112 2 4
Ditto ditto 1910-11	45	941	871	754	95,263	..	98,720	109 5 11	113 5 5
Surma Valley and Hill Districts	4	162	140	129	18,008	1,278	19,286	137 12 1	137 12 1
Assam ,, ...	3	104	102	96	12,003	841	12,844	125 13 2	125 13 2
Total for Assam, 1911-12	7	266	242	225	30,011	2,119	32,130	124 0 2	132 12 3
Ditto, 1910-11	7	240	222	198	27,745	1,573	29,318	124 15 7	132 1 0
Total for Eastern Bengal and Assam, 1911-12 ...	54	1,298	1,177	1,046	1,30,910	2,119	1,36,991	111 3 6	116 6 2
Ditto ditto, 1910-11 ...	52	1,181	1,093	952	1,23,008	1,573	1,28,038	113 15 8	117 2 3
Aided—									
Surma Valley and Hill Districts	2	136	114	71	2,305	...	3,849	20 3 6	33 12 2
Total for Assam, 1911-12	2	136	114	71	2,305	...	3,849	20 3 6	33 12 2
Ditto, 1910-11	2	121	118	86	2,304	...	3,697	19 8 4	31 5 3
Total for Eastern Bengal and Assam, 1911-12 ...	2	136	114	71	2,305	...	3,849	20 3 6	33 12 2
Ditto ditto, 1910-11 ...	2	121	118	86	2,304	..	3,697	19 8 4	31 5 3
Grand Total for 1911-12. Eastern Bengal ...	47	1,032	935	821	1,00,899	...	1,04,861	107 14 7	112 2 4
Grand Total for 1911-12. Assam	9	402	356	296	32,316	2,119	35,979	90 12 4	101 1 4
Grand Total for 1911-12. Eastern Bengal and Assam.	56	1,434	1,291	1,117	1,33,215	2,119	1,40,840	103 2 11	109 1 6
Grand Total for 1910-11. Eastern Bengal ...	45	941	871	754	95,263	..	98,720	109 5 11	113 5 5
Grand Total for 1910-11. Assam	9	361	340	284	30,049	1,573	33,015	88 7 0	97 1 7
Grand Total for 1910-11. Eastern Bengal and Assam.	54	1,302	1,211	1,038	1,25,312	1,573	1,31,735	104 12 5	108 12 6

APPENDIX K, PART II.

Training of School Masters during the year 1911-12.

	Eastern Bengal.	Assam.	Eastern Bengal and Assam.	Eastern Bengal.	Assam.	Eastern Bengal and Assam.	At Middle School. Assam.	At Middle School. Eastern Bengal and Assam.	At Middle School. Assam.	At Middle School. Eastern Bengal and Assam.
	Training School, Normal School.			Elementary Training School.			Apprentices.		Non-certificated Teachers.	
1	2	3	4	5	6	7	8	9	10	11
For Lower Primary Schools.										
Number drawing stipends at the close of the previous year.	14	22	36	393	60	453	78	78	18	18
Number admitted to stipends during the year ...	15	2	17	493	68	561	79	79	21	21
,, passed out qualified during the year ...	10	...	10	237	51	338	31	31	4	4
,, given employment as teachers during the year. Passed in previous year.	...	...	...	101	29	130	10	10	11	11
,, given employment as teachers during the year. Passed during the year.	9	...	9	283	38	321	36	36	2	2
For Upper Primary Schools.										
Number drawing stipends at the close of the previous year.	8	4	12	181	...	181	...	...	...	...
Number admitted to stipends during the year ...	4	3	7	139	...	139	...	...	...	...
,, passed out qualified during the year	6	...	6	122	...	122	...	...	...	...
,, given employment as teachers during the year. Passed in previous year.	...	1	1	72	...	72	...	...	...	...
,, given employment as teachers during the year. Passed during the year.	5	...	5	115	...	115	...	...	...	...
For Middle Vernacular Schools.										
Number drawing	109	35	144	3	...	3	...	...	...	...
,, admitted	131	20	151	4	...	4	...	...	...	...
,, passed	28	16	44	2	...	2	...	..	...	...
,, given employment Passed in previous year.	3	2	5	...	...	...	...	...	...	...
,, given employment Passed during the year.	25	...	25	2	...	2	...	...	...	...
For Middle English Schools.										
Number drawing	44	2	46	5	...	5	...	...	...	...
,, admitted	56	...	56	8	...	8	...	...	...	...
,, passed	15	...	15	4	...	4	...	...	...	...
,, given employment Passed in previous year.	...	2	2	...	...	...	...	...	...	...
,, given employment Passed during the year.	...	...	...	4	...	4	...	...	...	...

APPENDIX L.

Boarding-houses attached to Government Colleges, High and Middle English Schools for 1911-12.

Division.	Number of Hostels or Boarding-houses.				Number of Boarders the institution can accommodate.	Number of Boarders on the 31st March.	Average number of Boarders on the rolls monthly during the year.	Sanctioned capitation grant.	Expenditure.		Total.
	For Hindus.	For Muhammadans.	For others.	Total.					Capitation grant and contingent charges.	Construction and repairs.	
1	2	3	4	5	6	7	8	9	10	11	12
								Rs.	Rs.	Rs.	Rs.
Colleges—											
Dacca	2*	1	...	3	234	219	218	2,600	2,600	Done by P. W. D.	3,443
Chittagong	1	1	...	2	32	21	24	120	161	...	1,860
Rajshahi	2	1		3	153	145	153	300	300	452	300
Total for Eastern Bengal for 1911-12.	5	3		8	419	385	395	3,020	3,061	452	5,603
Total for Eastern Bengal for 1910-11.	5	2	...	7	412	327	342	3,020	12,894	2,416	15,310
Assam Valley	2	1	...	3	125	124	113	3,336	3,276	..	3,276
Total for Assam for 1911-12 ...	2	1	...	3	125	124	113	3 336	3,276	..	3,276
Total for Assam for 1910-11 ...	2	1	...	3	107	69	97	3,336	3,336	2,500	5,836
Total for Eastern Bengal and Assam for 1911-12.	7	4	...	11	544	509	508	6,356	6,337	452	8,879
Total for Eastern Bengal and Assam for 1910-11.	7	3	...	10	519	396	439	6,356	16,230	4,916	21,146
High Schools—											
Dacca	8	4	..	12	376	272	251	2,791	4,895	...	4,895
Chittagong	3	1	2	6	147	140	144		3,185	180	3,365
Rajshahi	4	7	...	11	364	322	293	780	16,524	79	16,603
Total for Eastern Bengal for 1911-12.	15	12	2	29	887	734	688	3,571	24,604	259	24,863
Total for Eastern Bengal for 1910-11.	12	10	2	24	743	601	584	2,304	23,357	3,172	26,529
Surma Valley	3	2	1	6	189	160	149	1,572	1,881	3,685	5,566
Assam Valley	7	3	1	11	289	207	182	...	3,515		3,515
Total for Assam for 1911-12 ...	10	5	2	17	478	367	331	1,572	5,396	3,685	9,081
Total for Assam for 1910-11 ...	9	5	2	16	428	318	309	1,934	5,188	640	5,828
Total for Eastern Bengal and Assam for 1911-12.	25	17	4	46	1,365	1,101	1,019	5,143	30,000	3,944	33,944
Total for Eastern Bengal and Assam for 1910-11.	21	15	4	40	1,171	91	893	4,238	28,345	3 812	32,357
Middle English Schools—											
Chittagong	...	1	...	1	20	21	23	...	120	128	248
Total for Eastern Bengal for 1911-12.	...	1	...	1	20	21	23	...	120	128	248
Total for Eastern Bengal for 1910-11.	...	1	...	1	22	22	20	...	213	...	213
Assam Valley	1	...	...	1	20	16	16	...	..	..	...
Total for Assam for 1911-12 ...	1	...	...	1	20	16	16	...	...	...	...
Ditto for 1910-11 ...	...	...	2	2	28	25	15	...	15	...	95
Total for Eastern Bengal and Assam for 1911-12.	1		...	2	40	37	39	...	120	128	248
Total for Eastern Bengal and Assam for 1910-11.	...	1	2	3	50	47	35	...	308	...	308
Grand Total for 1911-12. — Eastern Bengal	20	16	3	38	1,326	1,140	1,106	6,591	27,785	839	30,714
Grand Total for 1911-12. — Assam ...	13	6	2	21	623	507	460	4,908	8,672	3,685	12,357
Grand Total for 1911-12. — Eastern Bengal and Assam.	33	22	4	59	1,949	1,647	1,566	11,499	36,457	4,524	43,071
Grand Total for 1910-11. — Eastern Bengal	17	13	2	32	1,177	959	846	5,324	36,464	5,588	42,052
Grand Total for 1910-11. — Assam ...	11	6	4	21	563	412	521	5,270	8,619	3,140	11,759
Grand Total for 1910-11. — Eastern Bengal and Assam.	28	19	6	53	1,740	1,371	1,367	10,594	45,083	8,728	53,811

* One hostel attached to the Dacca College is used both by Hindus and Muhammadans.

APPENDIX M.

Percentage of Pupils who secured School Final certificates to the number of Pupils in the first classes of all kinds of School for general education during the year 1911-12

Division.	Number of Pupils in the 1st class of—					Number of Boys who passed the Matriculation examination.	Number of Pupils who secured Final Certificate.					Percentage of Successes.				
	High School course.	Middle English course.	Middle Vernacular course.	Upper Primary course.	Lower Primary course.		Middle English Schools.		Middle Vernacular school.	Upper Primary school.	Lower Primary school.	High School course.	Middle English course.	Middle Vernacular course.	Upper Primary course.	Lower Primary course.
							Middle English certificate.	Middle vernacular certificate.								
1	2	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Government, District and Local Board Schools—																
Dacca	186	...	34	38	2,345	180	...	...	24	31	1,603	96·7	...	70·5	81·5	71·6
Chittagong	156	55	5	16	1,219	110	35	...	4	15	926	70·5	63·6	80·0	93·7	75·9
Rajshahi	210	145	82	70	1,648	129	96	...	79	51	1,206	61·4	66·2	96·3	72·9	73·1
Total for Eastern Bengal for 1911-12	552	200	121	124	5,112	419	131	...	107	97	3,735	76·0	65·5	88·4	78·1	73·0
Ditto ditto 1910-11	445	180	131	119	3,956	305	130	...	84	84	2,726	68·5	72·2	64·1	70·5	60·8
Surma Valley and Hill Districts ...	99	52	14	31	3,664	65	39	...	12	14	2,138	65·6	75·0	85·7	45·1	58·3
Assam Valley	154	95	101	35	2,874	84	38	...	66	23	1,472	54·5	40·0	65·3	65·7	51·2
Total for Assam for 1911-12	243	147	115	66	6,538	149	77	...	78	37	3,610	61·3	52·3	67·8	56·0	55·2
Ditto ditto 1910-11	232	150	97	72	6,269	139	58	17	54	37	3,272	59·9	38·6	73·1	51·3	52·1
Total for Eastern Bengal and Assam for 1911-12.	795	347	236	190	11,650	568	208	...	185	134	7,345	71·4	60·5	78·3	70·5	63·0
Total for Eastern Bengal and Assam for 1910-11.	677	330	228	191	10,225	444	188	17	138	121	5,998	65·5	56·9	67·9	63·3	58·6
Aided Schools—																
Dacca	387	1,119	307	1,665	7,640	273	777	...	219	1,295	5,360	70·5	69·5	71·3	77·7	70·1
Chittagong	221	742	186	1,238	4,960	115	458	...	142	1,032	3,619	52·0	61·5	76·3	83·3	72·9
Rajshahi	146	736	180	1,360	6,321	78	475	...	130	1,038	4,204	53·4	64·5	72·2	76·3	66·5
Total for Eastern Bengal for 1911-12	754	2,597	673	4,263	18,921	466	1,710	...	491	3,365	13,183	63·0	65·8	72·8	78·9	69·6
Ditto ditto 1910-11	614	2,470	837	4,238	16,915	344	1,689	...	569	3,081	11,395	56·0	68·4	67·9	72·7	67·3
Surma Valley and Hill Districts ...	73	339	40	176	196	38	176	16	29	91	52	52·0	56·6	72·5	51·7	26·5
Assam Valley	54	113	36	197	247	21	66	...	25	138	200	38·8	58·4	69·4	70·0	80·9
Total for Assam for 1911-12	127	452	76	373	443	59	242	16	54	229	252	46·4	53·5	71·0	61·4	56·9
Ditto ditto 1910-11	101	394	102	285	249	47	168	63	73	154	124	46·4	43·7	71·5	54·0	49·8
Total for Eastern Bengal and Assam for 1911-12.	881	3,049	749	4,636	19,364	525	1,952	16	545	3,594	13,435	59·6	64·1	72·7	75·3	69·3
Total for Eastern Bengal and Assam for 1910-11.	715	2,864	939	4,523	17,164	391	1,857	63	642	3,235	11,509	54·7	64·8	68·3	71·5	67·0
Unaided Schools—																
Dacca	882	298	34	100	599	539	196	...	16	70	459	61·1	65·7	47·5	70·0	76·6
Chittagong	356	322	11	18	189	135	205	...	8	14	139	37·9	63·5	72·7	77·7	73·5
Rajshahi	278	255	32	21	132	133	157	...	21	17	88	47·8	61·5	65·6	80·9	66·6
Total for Eastern Bengal for 1911-12	1,516	875	77	139	920	807	558	...	45	101	686	53·2	63·7	58·4	72·6	74·5
Ditto ditto 1910-11	1,254	1,104	77	248	1,139	583	715	...	47	155	749	46·5	64·7	61·0	62·5	65·7
Surma Valley and Hill Districts ...	58	39	...	27	38	34	13	7	..	16	21	58·6	41·3	...	59·2	55·2
Assam Valley	49	48	...	67	30	20	6	...	...	17	6	40·8	12·5	...	25·3	20·0
Total for Assam for 1911-12 ...	107	87	...	94	68	54	19	7	...	33	27	50·4	21·8	...	35·1	33·7
Ditto ditto 1910-11	115	46	...	76	60	47	14	...	..	21	19	40·8	30·4	...	27·5	33·0
Total for Eastern Bengal and Assam for 1911-12.	1,623	962	77	233	988	861	577	7	45	134	713	53·0	59·9	67·5	57·9	72·1
Total for Eastern Bengal and Assam for 1910-11.	1,369	1,150	77	324	1,199	630	729	...	47	176	768	46·6	63·3	61·0	54·3	64·0
Grand Total for 1911-12. — Eastern Bengal ...	2,822	3,672	871	4,526	24,953	1,692	2,399	...	643	3,563	17,604	59·9	65·3	73·8	78·7	70·5
Grand Total for 1911-12. — Assam	477	686	191	533	7,049	362	338	23	132	299	3,889	54·9	49·2	69·1	56·1	55·1
Grand Total for 1911-12. — Eastern Bengal and Assam.	3,299	4,358	1,062	5,059	32,002	1,954	2,737	23	775	3,862	21,493	59·2	60·5	72·9	76·3	67·1
Grand Total for 1910-11. — Eastern Bengal ...	2,313	3,754	1,045	4,605	22,010	1,232	2,584	...	700	3,320	14,860	53·2	67·5	66·9	72·1	67·5
Grand Total for 1910-11. — Assam	448	590	199	433	6,578	233	240	80	127	212	3,415	52·0	40·7	63·8	48·9	51·8
Grand Total for 1910-11. — Eastern Bengal and Assam.	2,761	4,344	1,244	5,038	28,588	1,465	2,774	80	827	3,532	18,275	53·0	65·6	66·4	70·1	63·9

* Includes Madrassas figures.

APPENDIX N.

Statistics of Middle Madrassas for the year 1911-12.

No.	Name of Madrassa.	Parent school or schools.	Roll number on 31st March.				Average roll number.	Average daily attendance.	Percentage of daily attendance.	Number on the Arabic side.	Direct expenditure for 1911-12.						Number of teachers.	Qualifications of teachers.												
			Hindus.	Muhammadans.	Others.	Total.					Provincial revenues.	District fund.	Municipal fund.	Fees.	Other private sources.	Total.		In termediate or first Arts.	Matriculation.	Matriculation plucked.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Vernacular Mastership.	Vernacular Mastership plucked.	Madrassa Central.	Other Examinations.	Holding no certificates.	*Guru*-training passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	DACCA DIVISION.	Aided.									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.														
1	Paratoli	U. P. Madrassa	15	196	...	211	184	161	87·5	36	292	...	...	1,203	..	1,495	8	...	1	2	..	...	...	...	1	...	2	...	...	2
2	Puran Bansia	L. P. School	9	88	...	97	92	70	76·0	...	262	299	...	624	120	1,305	7	...	2	...	...	2	...	...	1	...	1	...	...	1
3	Adiabad	U. P. ,,	19	166	...	185	180	159	88·3	...	265	...	...	1,250		1,515	7	1	2		...	...	...	...	2	...	1	...	...	1
4	Sambhupura	L. P. ,,	13	60	...	73	88	76	86·3	...	...	100	...	665	286	1,051	5	...	2	...	...	...	...	...	1	...	1	...	...	1
5	Mirpur Muffadia	Mirpur Madrassa	37	92	...	129	118	108	91·5	...	390	...	...	747	304	1,441	7	...	2	1	1	...	...	...	1	...	1	...	1	...
6	Bhicapur	New	28	226	...	254	240	190	79·1	72	263	...	...	1,514	214	1,991	11	...	3	...	1	1	1	1	1	...	2	1	...	1
7	Tenkarpura	,,	...	67	33	100	114	77	67·5	38	282	...	...	420	591	1,293	8	...	1	1	1	...	1	...	...	...	1	1	1	1
8	Bakshiganj	Model M. V.	35	105	1	141	156	121	71·1	18	277	...	...	1,136	52	1,465	8	...	3	...	...	...	2	...	1	...	2	...	...	...
9	Kamarerchar	Madrassa	25	185	...	210	183	154	84·1	75	...	139	...	1,450	201	1,790	7	1	1	...	1	...	1	...	1	...	1	...	1	...
10	Guthail	New	26	136	...	162	122	98	80·3	43	...	399	...	846	278	1,523	7	...	...	...	...	...	...	...	1	...	1	...	2	1
11	Rajafair	U. P.	30	109	1	140	118	95	80·5	109	...	306	...	831	139	1,276	7	...	2	1	...	...	...	...	1	...	1	1	...	1
12	Devagram	,,	47	71	4	122	108	83	76·8	22	...	238	...	560	...	798	6	...	1	...	2	1	...	...	1	...	1	...	...	
13	Bahadurpur	New	23	93	...	116	109	92	84·4	...	...	167	...	1,015	144	1,326	6	...	3	...	...	1	...	...	1	...	...	...	...	1
14	Madaripur	M. E. and Madrasa	89	162	...	251	217	179	82·5	24	1,410	...	...	1,879	...	3,289	12	2	4	...	...	...	...	...	1	1	2	...	1	1
15	Jazira	U. P.	1	148	...	149	125	102	81·6	9	471	...	...	977	150	1,598	7	1	2	...	...	...	...	...	1	...	1	...	...	2
16	Damudya	,,	44	102	...	146	140	108	77·1	...	...	192	..	695	384	1,271	7	...	2	1	...	1	...	1	1	...	...	...	1	...
17	Nemania	,,	22	67	...	89	79	54	68	6	375	...	...	415	436	1,226	5	...	2	...	...	...	...	...	1	...	1	...	...	1
18	Kanaiganj	,,	17	107	...	124	145	121	83	13	496	...	...	1,070	143	1,709	8	...	2	...	...	1	...	...	1	...	2	...	1	1
19	Patarchar	,,	5	68	...	73	63	57	90	...	175	...	...	388	246	809	5	...	2	...	...	...	...	...	1	...	1	...	...	1
20	Char Hogla	,,	9	91	...	100	72	49	68	...	449	...	...	551	400	1,370	6	...	2	...	...	...	...	...	1	1	1	...	...	1
21	Chandpur	,,	54	106	...	160	129	109	84	6	405	...	...	737	215	1,357	7	...	1	1	...	1	...	...	1	...	1	...	...	1
22	Daulatkhan	M. E. and Madrassa	28	103	...	131	82	64	78	9	333	310	...	492	481	1,516	7	...	3	...	1	...	...	...	1	...	1	...	...	1
23	Kendua	1 U. P. and 1 L. P.	17	80	...	97	75	65	86	...	261	...	...	431	528	1,220	6	...	1	...	1	...	...	...	1	...	1	...	...	2
24	Sohagdal	U. P.	27	106	...	133	128	91	71	...	385	...	...	699	59	1,143	6	...	1	1	...	...	...	...	1	...	1	...	1	1
25	Barguna	,,	19	33	...	52	49	39	79	5	310	...	...	204	250	764	4	...	1	...	1	...	...	...	...	1	...	...	1	...
	Total	.....	639	2,767	39	3,445	2,716	2,522	92·8	485	7,071	2,050	...	20,799	5,621	35,541	174	5	48	8	10	8	5	1	24	3	27	3	10	22
	CHITTAGONG DIVISION.	Aided.																												
1	Mithansara	M. E.	35	120	...	155	130	105	...	109	...	118	...	503	112	733	7	...	...	...	1	1	..	...	1	...	4	...	...	...
2	Sagir Muhammad ghat	U. P.	...	93	..	93	90	87	...	93	...	110	...	90	...	200	3	...	...	...	...	...	1	...	...	...	2	..	...	...
3	Uttar Paruapur	L. P.	...	72	...	72	71	51	...	72	...	60	...	213	141	414	4	...	...	...	1	...	...	...	...	...	3	.	..	...
4	Ramganj	U. P.	66	160	...	226	184	147	79·8	160	...	288	...	796	197	1,281	8	...	2	...	1	...	...	...	1	...	1	...	2	1
5	Bhotra	Madrassa	10	160	..	170	162	144	88·8	160	...	120	...	633	...	753	7	...	1	...	...	1	1	1	1	...	1	...	1	...
6	Pheni	U. P.	...	97	..	97	1·5	86	74·0	97	...	230	...	436	190	856	6	...	1	...	...	2	...	...	1	...	2	...	...	...
7	Khaiara	L. P. and Madrassa	12	108	...	120	124	92	73·7	108	...	150	...	542	...	692	7	...	...	1	1	...	1	...	1	...	2	...	1	...
8	Chariani	Madrassa	43	269	...	312	321	262	83·0	185	...	120	...	1,357	544	2,021	13	...	...	2	..	...	1	1	...	...	4	2	3	...
9	Begamganj	,,	...	202	...	202	169	143	84·0	202	...	235	...	466	9	710	7	...	1	...	1	1	...	...	1	...	2	1	...	...
	Total	.....	166	1,281	...	1,447	1,366	1,124	82·2	1,186	...	1,431	...	5,036	1,193	7,660	62	...	5	3	5	5	4	2	6	...	21	3	7	1

APPENDIX N—*concluded.*

Statistics of Middle Madrassas for the year 1911-12.

No.	Name of Madrassa.	Parent school or schools.	Roll number on 31st March.				Average roll number.	Average daily attendance.	Percentage of daily attendance.	Number on the Arabic side.	Direct expenditure for 1911-12.						Number of teachers.	Qualifications of teachers.											
			Hindus.	Muhammadans.	Others.	Total.					Provincial revenues.	District fund.	Municipal funds.	Fees.	Other private sources.	Total.		Intermediate or first Arts.	Entrance.	Read up to Entrance.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Vernacular mastership.	Vernacular mastership plucked.	Madrassa Central.	Other examinations.	Holding no certificate.	*Guru*-training passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	RAJSHAHI DIVISION.										Rs.	Rs.	Rs.	Rs.	Rs.	Rs.														
1	Bogra	Junior Madrassa	...	97	...	97	100	64	64·0	97	240	...	88	380	374	1,082	5	...	1	...	...	1	...	...	...	...	2	...	1	...
2	Mohasthan	Ditto ...	11	199	...	210	255	180	80·0	170	...	121	...	1,038	616	1,775	8	..	2	...	1	...	...	...	1	1	2	...	1	...
3	Dhuiwari	Ditto ...	27	123	...	150	121	94	77·6	10	...	220	...	682	511	1,413	8	...	2	...	1	1	...	...	1	...	3	...	...	...
4	Bera	Ditto ...	33	93	...	126	112	93	83·0	25	...	120	...	554	268	942	5	1	...	...	...	...	...	...	1	...	1	...	2	...
5	Chauhali	Ditto ...	31	109	...	140	135	103	76·3	33	...	270	...	849	755	1,874	7	1	1	...	...	1	...	...	...	...	1	...	2	1
6	Kamarkhanda	Ditto ...	...	106	...	106	94	69	73·4	37	...	90	..	493	261	844	5		1	...	1	...	...	...	...	...	1	2	...	...
	Total ...	.....	102	727	...	829	817	603	73·8	372	240	821	88	3,996	2,785	7,930	38	2	7	...	3	3	...	...	3	1	10	2	6	1
	Total for Eastern Bengal (Aided)	.....	907	4,777	39	5,721	4,899	4,249	86·5	2,043	7,311	4,302	88	26,831	9,599	51,131	274	7	60	11	18	16	9	3	33	4	58	8	23	24
	ASSAM VALLEY DIVISION.																													
	Goalpara	.....	10	78	...	88	75	57	64·8	78	420	...	107	153	233	913	4	...	1	...	...	1	...	...	1	...	1	...	...	...
	Total for Assam (Aided) ...	.....	10	78	...	88	75	57	64·8	78	420	...	107	153	233	913	4	..	1	..	...	1	...	...	1	...	1	...	...	...
	Grand Total for Eastern Bengal and Assam (Aided).	.....	917	4,855	39	5,809	4,974	4,306	86·5	2,121	7,731	4,302	195	26,984	9,832	52,044	278	7	61	11	18	17	9	3	34	4	59	8	23	24
	DACCA DIVISION.	Unaided.																												
1	Nilakhia	New	31	70	...	101	102	77	75·4	70	...	...	...	556	376	932	6	..	2	...	1	1	...	..	1	...	1	...	...	...
2	Netrakona	Upper Primary ...	77	227	...	304	306	240	78·4	4	...	...	...	2,756	292	3,048	12	2	5	...	1	1	...	...	1	..	1	...	1	...
3	Kanchanpur	New	26	118	...	144	131	122	93·1	25	...	...	...	612	684	1,296	6	...	1	1	...	...	...	...	1	...	1	...	1	1
4	Hazrabari	,, ...	15	174	2	191	162	123	75·9	88	...	...	...	664	209	873	7	...	2	...	1	1	...	...	1	...	1	...	1	...
5	Islampur	,, ...	52	123	...	175	198	154	77·7	40	...	...	...	811	762	1,573	8	1	1	...	1	...	1	...	1	...	1	...	2	...
6	Seshangal	Upper Primary ..	42	90	...	132	135	103	76·2	...	..	...	...	533	419	943	7	...	1	...	...	1	1	...	...	...	...	...	3	1
7	Baichakati	Lower Primary ...	18	97	..	115	115	102	88·6	...	...	...	...	452	420	872	5	...	1	...	1	1	...	...	...	...	1	..	1	...
	Total ...	.....	261	899	2	1,162	1,149	921	80·2	177	...	...	...	6,384	3,153	9,537	51	3	13	1	5	5	2	...	5	...	6	...	9	2
	CHITTAGONG DIVISION.	Unaided.																												
1	Mariamnagar	Middle English ...	21	63	36	20	110	106	96·3	43	...	...	...	497	225	722	6	...	1	1	1	1	...	...	1	...	1	...	...	...
2	Chhannua	Ditto ...	7	97	...	104	102	89	87·2	97	...	...	...	360	1,116	1,476	7	...	2	...	1	1	...	...	1	...	1	...	1	...
3	Lakshmipur	Madrassa	10	164	...	174	137	115	83·8	104	...	...	...	169	350	519	7	...	1	...	1	1	1	...	...	...	1	2	..	...
	Total ...	Total	38	324	36	398	349	310	88·8	244	...	...	...	1,026	1,691	2,717	20	..	4	1	3	3	1	...	2	...	3	2	1	...
	RAJSHAHI DIVISION.	Unaided.																												
1	Gaibandha	Lower Primary ...	98	171	...	269	221	183	82·8	28	...	...	...	619	447	1,066	10	1	2	...	1	1	...	...	1	...	...	2	1	1
2	Parkayra	Upper Primary ...	13	174	...	187	161	135	72·1	84	...	...	...	759	1,142	1,901	8	1	1	...	2	...	...	...	1	1	1	...	1	...
3	Chakkirti	.....	9	101	...	110	123	80	65·0	24	...	...	...	615	535	1,150	5	...	1	...	...	1	...	...	1	...	...	...	2	...
	Total ...	.....	120	446	...	566	505	398	78·8	136	...	...	...	1,993	2,124	4,117	23	2	4	...	3	2	...	...	3	1	1	2	4	1
	Total for Eastern Bengal (Unaided).	.....	419	1,669	38	2,126	2,003	1,629	81·3	557	...	...	...	9,403	6,968	16,371	94	5	21	2	11	10	3	...	10	1	10	4	14	3
	Grand Total for Eastern Bengal and Assam (Unaided)	.....	419	1,469	38	2,126	2,003	1,629	81·3	557	...	...	...	9,403	6,968	16,371	94	5	21	2	11	10	3	...	10	1	10	4	14	3
	Grand Total, Aided and Unaided, for 1911-12.	Eastern Bengal	1,326	6,446	77	7,847	6,902	5,878	85·1	2,600	7,311	4,302	88	36,234	15,567	67,502	368	12	81	13	29	26	12	3	43	5	68	12	37	27
		Assam ...	10	78	...	88	75	57	64·8	78	420	...	107	153	233	913	4	...	1	...	...	1	...	...	1	...	1	...	...	...
		Eastern Bengal and Assam.	1,336	6,524	77	7,935	6,977	5,935	85·0	2,678	7,731	4,302	195	36,387	15,800	68,415	372	12	82	13	29	27	12	3	44	5	69	12	37	27

APPENDIX O.

Muhammadans in all Institutions, Public and Private, excepting European Schools.

	1910-11.			1911-12.		
	Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.	Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.
	2	3	4	5	6	7
PUBLIC INSTITUTIONS.						
Collegiate Education Colleges. — Eastern Bengal ...	12	2,330	272	12	2,847	354
Collegiate Education Colleges. — Assam	2	230	30	3	309	27
Collegiate Education Colleges. — Eastern Bengal and Assam.	14	2,560	302	15	3,156	381
Secondary Schools for Boys—						
High Schools — Eastern Bengal ..	190	56,110	15,521	197	65,856	19,027
High Schools — Assam	27	8,236	1,614	27	8,701	1,702
High Schools — Eastern Bengal and Assam.	217	64,346	17,135	224	74,557	20,729
Middle English Schools. — Eastern Bengal ...	575	62,251	29,197	643	77,297	36,388
Middle English Schools. — Assam	85	9,098	1,788	95	10,922	2,307
Middle English Schools. — Eastern Bengal and Assam.	660	71,349	30,985	738	88,219	38,695
Middle Vernacular Schools. — Eastern Bengal ...	310	19,313	8,287	292	18 236	8,342
Middle Vernacular Schools. — Assam	37	2,725	440	35	2,753	455
Middle Vernacular Schools. — Eastern Bengal and Assam.	347	22,038	8,727	327	20,989	8,797
Secondary Schools for Girls—						
High Schools ... — Eastern Bengal ...	3	479	41	3	517	41
High Schools ... — Assam	..	...	...	1	223	...
High Schools ... — Eastern Bengal and Assam.	3	479	41	4	740	41
Middle English Schools. — Eastern Bengal ...	2	201	2	3	389	8
Middle English Schools. — Assam	3	452	1	2	247	...
Middle English Schools. — Eastern Bengal and Assam.	5	653	3	5	636	8
Middle Vernacular Schools. — Eastern Bengal ...	8	674	16	7	657	19
Middle Vernacular Schools. — Assam	5	328	30	6	447	40
Middle Vernacular Schools. — Eastern Bengal and Assam.	13	1,002	46	13	1,104	59
Primary Schools—						
For Boys ... — Eastern Bengal ...	13,856	523,466	335,646	14,254	562,605	361,640
For Boys ... — Assam	3,436	130,306	29,960	3,469	141,748	32,942
For Boys ... — Eastern Bengal and Assam.	17,292	653,772	365,606	17,723	704,353	394,582

APPENDIX O—*continued.*

		1910-11.			1911-12.		
		Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.	Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.
1		2	3	4	5	6	7
PUBLIC INSTITUTIONS—*concluded.*							
Primary Schools —							
For Girls ...	Eastern Bengal ...	4,305	92,662	48,839	4,715	103,607	55,503
	Assam	222	6,218	895	241	7,210	1,072
	Eastern Bengal and Assam.	4,527	98,880	49,734	4,956	110,817	56,575
Training Schools for Masters.	Eastern Bengal ...	44	915	522	46	1,010	584
	Assam	9	361	12	9	402	28
	Eastern Bengal and Assam.	53	1,276	534	55	1,412	612
Training Schools for Mistresses.	Eastern Bengal ..	1	26	...	1	22	3
	Eastern Bengal and Assam.	1	26	...	1	22	3
Law Schools ...	Assam	3	70	2	...	...	...
	Eastern Bengal and Assam.	3	70	2	...	...	...
Industrial Schools	Eastern Bengal ...	13	667	161	12	582	157
	Assam	5	37	2	5	43	2
	Eastern Bengal and Assam.	18	704	163	17	625	159
Commercial Schools	Eastern Bengal ...	8	260	45	6	160	26
	Eastern Bengal and Assam.	8	260	45	6	160	26
Medical Schools ...	Eastern Bengal ...	4	520	52	5	604	62
	Assam	1	102	13	1	108	15
	Eastern Bengal and Assam.	5	622	65	6	712	77
Engineering and Surveying Schools.	Eastern Bengal ...	1	311	12	1	287	13
	Assam	1	14	4	...	...	...
	Eastern Bengal and Assam.	2	325	16	1	287	13
Other Schools —							
Madrassas ...	Eastern Bengal ...	128	10,304	9,830	123	10,258	9,913
	Assam	34	2,500	2,487	38	2,665	2,654
	Eastern Bengal and Assam.	162	12,804	12,317	161	12,923	12,567
Tols ...	Eastern Bengal ...	250	3,558	2	241	3,561	2
	Assam	69	1,516	...	51	1,178	...
	Eastern Bengal and Assam.	319	5,074	3	292	4,739	2
Total Public Institutions.	Eastern Bengal ...	19,710	774,047	448,445	20,561	848,495	492,082
	Assam	3,959	162,193	37,278	3,983	176,956	41,244
	Eastern Bengal and Assam.	23,649	936,240	485,723	24,544	1,025,451	533,326

APPENDIX O—*concluded.*

	1910-11.			1911-12.		
	Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.	Institutions.	Total number of pupils on 31st March.	Total number of Muhammadan pupils on 31st March.
1	2	3	4	5	6	7
PRIVATE INSTITUTIONS.			Rs.	Rs.	Rs.	Rs.
Arabic and Persian.						
Eastern Bengal ...	140	4,675	4,670	115	4,377	4,339
Assam	13	582	582	10	566	566
Eastern Bengal and Assam.	153	5,257	5,252	125	4,943	4,905
Sanskrit ...						
Eastern Bengal ...	42	237	...	32	172	...
Assam	6	128		3	59	...
Eastern Bengal and Assam.	48	365	...	35	231	...
Elementary teaching a Vernacular—						
For Boys ...						
Eastern Bengal ...	116	2,706	1,871	131	3,718	2,698
Assam	25	354	21	18	442	76
Eastern Bengal and Assam.	141	3,060	1,892	149	4,160	2,774
For Girls ...						
Eastern Bengal ...	18	280	198	69	687	531
Eastern Bengal and Assam.	18	280	198	69	687	531
Koran Schools—						
For Boys ...						
Eastern Bengal ...	1,391	25,787	25,787	1,270	24,361	24,361
Assam	116	3,940	3,935	94	2,934	2,933
Eastern Bengal and Assam.	1,507	29,727	29,722	1,364	27,295	27,294
For Girls ...						
Eastern Bengal ...	174	1,911	1,911	140	1,792	1,792
Assam	1	17	17	1	27	27
Eastern Bengal and Assam.	175	1,928	1,928	141	1 819	1,819
Other Schools not conforming to Departmental standard.						
For Boys ...						
Eastern Bengal ...	199	5,247	2,360	218	7,721	4,242
Assam	16	902	25	17	1,052	58
Eastern Bengal and Assam.	215	6,149	2,385	235	8,773	4,300
For Girls ...						
Eastern Bengal ...	23	794	192	47	1,340	718
Eastern Bengal and Assam.	23	794	192	47	1,340	718
Total of Private Institutions.						
Eastern Bengal ...	2,103	41,637	36,989	2,022	44,168	38,681
Assam	177	5,923	4,580	143	5,080	3,660
Eastern Bengal and Assam.	2,280	47,560	41,569	2,165	49,248	42,341
GRAND TOTAL, PUBLIC AND PRIVATE.						
Eastern Bengal ...	21,813	815,684	485,434	22,583	892,663	530,763 [c] [c]
Assam	4,116	168,116	41,858	4,126	182,036	44,904
Eastern Bengal and Assam.	25,929	983,800	527,292	26,709	1,074,699	575,667

APPENDIX P.

Statement showing the Employment of Muhammadans.

Employment.	Province.	1910-11.				1911-12.			
		Total number	Number of Muhammadans.	Total number of vacancies occurring during the year	Number of vacancies filled up by Muhammadans.	Total number.	Number of Muhammadans.	Total number of vacancies occurring during the year.	Number of vacancies filled up by Muhammadans.
1	2	3	4	5	6	7	8	9	10
Inspecting officers ...	Eastern Bengal ...	253	97	34	6	261	105	17	4
	Assam ...	40	10	6	4	48	9	8	...
	Eastern Bengal and Assam	293	107	40	10	309	114	25	4
Clerks	Eastern Bengal ..	95	28	17	4	95	28	5	3
	Assam	21	2	4		21	2	8	...
	Eastern Bengal and Assam	116	30	21	4	116	30	13	3
Instructive staff:— Government Colleges and High Schools.	Eastern Bengal ...	442	59	36	12	418	59	17	6
	Assam	138	18	18	4	189	23	29	9
	Eastern Bengal and Assam	580	77	54	16	607	82	46	15
Aided Colleges and High Schools.	Eastern Bengal ...	736	82	98	19	786	83	80	14
	Assam	107	11	28	3	118	11	25	1
	Eastern Bengal and Assam	843	93	126	22	904	94	105	15
Unaided Colleges and High Schools.	Eastern Bengal ...	1,567	134	183	22	1,771	148	96	14
	Assam	100	9	11	2	94	7	7	...
	Eastern Bengal and Assam	1,667	143	194	24	1,865	155	103	14
Special Schools ...	Eastern Bengal ...	691	310	27	16	685	343	33	23
	Assam	183	118	16	13	173	120	4	3
	Eastern Bengal and Assam	874	428	43	29	858	463	37	26
Government Middle Schools.	Eastern Bengal ...	230	88	11	3	236	79	15	4
	Assam	143	8	22	1	154	9	21	1
	Eastern Bengal and Assam	373	96	33	4	390	88	36	5
Aided Middle Schools	Eastern Bengal ...	2,665	647	215	53	2,700	705	224	49
	Assam	282	18	37	3	323	21	37	6
	Eastern Bengal and Assam	2,947	665	252	56	3,023	726	261	55
Unaided Middle Schools	Eastern Bengal ...	1,170	255	90	14	1 542	279	108	28
	Assam	18	1	3	1	70	1	3	...
	Eastern Bengal and Assam	1,188	256	93	15	1,612	280	111	28
Government and Board Primary Schools.	Eastern Bengal ...	1,727	991	57	59	2,216	1 402	90	69
	Assam	3,323	407	278	61	3,501	459	376	66
	Eastern Bengal and Assam	5,050	1,398	335	110	5,717	1,861	426	135
Aided Primary Schools	Eastern Bengal ...	17,123	8,930	953	347	16,957	9,492	829	324
	Assam	241	7	8	...	809	11	17	1
	Eastern Bengal and Assam	17,364	8,937	961	347	17,766	9,503	846	325
Unaided Primary Schools.	Eastern Bengal ...	2,750	1,370	111	51	2.698	1,389	111	16
	Assam	123	3	2	...	183	15	4	1
	Eastern Bengal and Assam	2,873	1,373	113	51	2,881	1,404	115	17
Total ...	Eastern Bengal ...	29,449	12,991	1,832	606	30,365	14,112	1,625	554
	Assam	4,718	612	433	82	5,683	688	499	88
	Eastern Bengal and Assam	34,167	13,603	2,265	688	36,048	14,800	2,124	642

APPENDIX Q.

The Revised Curriculum for Primary Schools.

	Class.	Subject.	Curriculum.
Lower Primary	I	.....	No book will be used in this class, but only illustrated reading sheets containing, for the lower section, letters and simple *banan* (word formation), and for the second year longer words containing both simple and compound letters and easy sentences. The black-board should be constantly used by the teacher not only to show how letters and words are formed, but also to illustrate the very simple stories regarding domestic animals that should be constantly told to the children in this class. For physical exercises *nihurs* and country games are to be practised. Action songs (including nursery rhymes) should also be taught. *First year.*—The children are to be taught to recognise letters and numbers from large letter sheets and copy them with seeds or with chalk on floor or wall. In this way they will also learn simple word formation. The comprehension of concrete numbers—1 to 30 and tens to 100. Concrete and oral addition and subtraction of 1's, 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's and 10's. Bags and cowries or seeds are recommended. In the course of oral lessons on domestic animals and plants, etc., teaching should be correlated with other school work, such as number work, hand work, games, etc. Drawing of simple objects necessitating the use of straight lines and curves. *Second year.*—Reading words and simple sentences from reading sheets and hand writing on plantain leaves, or with chalk in letters 2 inches high. Comprehension of concrete numbers up to 100. Addition and subtraction—totals not to exceed 100. Multiplication and division by serial addition and subtraction—totals not to exceed 100. The building up and memorising of tables up to 10×10. The recognition and writing of numbers up to 100. Oral lessons on animals, plants, etc., to be continued. Drawing (unless there is objection on the part of parents) of the forms of cows, horses, cats, dogs, goats, sheep and other animals, and also of plants. Pictures and, if possible, models of the same should be displayed. Realistic pictures drawn on the black-board by the teacher should be copied until the pupils can draw from the objects themselves.
	II	Reading ...	*Prose.*—Reading accurately from sight, with explanation of meaning, a Primer containing stories calculated to entertain children, including descriptions of domestic animals and their uses. *Poetry.*—Recitation of 20 to 40 lines of poetry.

	Class.	Subject.	Curriculum.
Lower Primary —*continued.*	II	Writing ...	Writing in letters at least $\frac{3}{4}$ inch high on paper and leaves with reed and quill pens, transcription of words and sentences from the Primer written by the teacher on the black-board. Copying in a similar manner (after reading aloud) simple passages not necessarily from the Primer. Copy books with letters 1 inch and $\frac{3}{4}$ inch high. Simple dictation on paper.
		Arithmetic ...	Comprehension of concrete numbers up to 1,000. Addition and subtraction—totals not to exceed 1,000. Four simple rules: multiplication and division to be taught at first by a series of additions, subtractions and multiplications, then to proceed by factors. Building up and memorising of tables up to 10×16, *kara*, *ganda* and *pan*. Ideas of $\frac{1}{2}$ and $\frac{1}{4}$ taught by concrete examples and afterwards with reference to abstract numbers.
		Object lessons ...	Study of any flowers, fruits and vegetables from exhibited specimens. Stories and oral composition on the subject taught. Rural boys will spend two hours of the allotted time on actual work in the school garden. If there is no school garden, the boys should work on specimens and in a pot garden. Urban boys in place of work in the school garden will receive further instruction either in object lessons or arithmetic or in physical exercise.
		Geography ...	Measuring the school-house and drawing it to a scale of 1 inch to 1 *gaz*. Teaching of parts of land and water by means of pictures and work in sand.
		Drawing and hand work.	Drawing of flowers and plants; clay modelling of fruits and vegetables.
		Physical exercise ...	*Deshi kasrat : nihurs, baithaks* and three easy *dands*. Games.
	III	Reading ...	*Prose.*—A Reader containing a large proportion of entertaining stories; also some biographical and historical stories and lessons on plants and crops. *Poetry.*—Recitation of 40 to 80 lines of poetry.
		Writing ...	*Manuscript.*—Reading and understanding of written letters and other simple manuscript. Writing in letters at least $\frac{1}{2}$ inch high on paper with reed or quill pens. Copy books with letters at least $\frac{1}{2}$ inch high. Dictation on paper. Simple letters composed and written by the boys.
		Arithmetic ...	Numbers up to 100,000. Four simple rules with greater difficulty. Four compound rules and reduction. Tables up to 16×16 and $10 \times \frac{1}{4}$, $10 \times \frac{1}{2}$ and $10 \times \frac{3}{4}$. Tables of Indian money and weights. Reading of the clock. Use of the acre and its general relationship to local measures. MENTAL.—Subhankari (*ser-kasha, man-kasha, mas-mahina*), accounts, simple *jama karach* to be written by the boys, the balance to be carried on day by day.

	Class.	Subject.	Curriculum.
Lower Primary —*continued.*	III	Object lessons ...	Crop plants, growth and use. Selection of seed and use of manure. The names and use of local trees, birds and fishes. R.—Two hours actually in the garden. U.—In place of garden, extra work in either object lessons or arithmetic or physical exercise.
		Geography ...	The school compound to be drawn to scale by the boys. Teaching of parts of land and water by means of pictures and work in sand. R.—Study of village and thana maps. U.—Maps of city or town and general knowledge of district.
		Drawing and hand work.	Drawing of plants and trees and, if there is no objection (religious) on the part of parents, of birds and fishes Modelling of simple forms in wood.
		Physical exercise ...	*Deshi kasrat*, all save the *kulhants*.
	IV	Reading ...	*Prose.*—A Reader containing a large proportion of entertaining stories; biographical and historical tales; lessons on crops and cattle, ending with instances of practical application; the panchayat and chowkidari systems, and village officers in Assam; the administration of the district; municipal administration; co-operative credit societies; simple information from the Postal Guide. *Poetry.*—Recitation of 80 to 120 lines. *Manuscript.*—Reading and understanding of *pattas*, *kabuliyats*, *dagchittas*, *dakhilas* and simple *tamasuks*.
		Writing ...	Writing on paper in letters at least $\frac{5}{16}$ inch high with reed or quill pens. Copy books with letters of the same size. Dictation on paper. Letters to be composed and written by the boys, addresses, and money-orders. Writing brief descriptions (not exceeding six sentences) of common objects.
		Arithmetic ...	Revision, rule of three, simple problems, practice, interest by Indian methods and *jamabandi*. Tables up to 20 × 20 and up to 16 × $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, $1\frac{1}{2}$ and $2\frac{1}{2}$; in the last three cases the tables to be constructed by the boys. *Mental.*—Subhankari (*kathakali*, *bighakali*, *batshar mahina*). *Accounts.*—By cash-book and ledger.
		Object lessons ...	The implements of agriculture. Insects, especially insect-pests. Use of pure water in prevention of cholera. Fever and its prevention. The mosquito (culex and anopheles). Use of quinine. Small-pox and vaccination. Law of landlord and tenant in Eastern Bengal and revenue law in Assam, explained by the teacher from a book on the subject. R.—Two hours in garden. U.—More object lessons, arithmetic or games.
		Geography ...	Study of the district maps. India. Shape of the earth. The oceans, the continents, and the British Empire indicated on a globe.
		Drawing and hand work.	Drawing of agricultural implements and common objects. Models of agricultural implements to be made in wood.
		Physical exercise ...	*Deshi kasrat.* Games.

	Class.	Subject.	Curriculum.
Upper Primary	V	Reading ...	*Prose.*—Revision of the Reader for class IV. *Poetry.*—The study and learning by heart of poetry contained in a separate book; for the Hindus, selections from the Ramayan and the Mahabharat in Bengali or (Assam) in Assamese; for the Muhammadans, poems interesting to Muhammadans. *Grammar.*—Analysis of simple sentences (no books). *Manuscript.*—As in class IV, but more difficult.
		Writing ...	Small hand in copy books. Dictation of unseen passages. Simple essays.
		Arithmetic ...	Revision, double rule of three, problems, compound interest by Indian methods. Revision of tables. Mental problems of greater difficulty than before. Something of the Mahajani and Zamindari or Mauzadari.
		Object lessons (including science).	Revision of work of class IV and study from diagrams of the methods of dealing with simple accidents, including snake-bites. Water, its forms, lakes, tanks, wells, rivers, floods; the formation of land, clouds, the sun, rain, seas, tides, steam and steam-engines, simple ideas of irrigation. Law of landlord and tenant in Eastern Bengal and revenue law in Assam explained by the teacher from a book on the subject. Simple oral lessons on temperance. R.—Two hours in garden. U.—More object lessons, arithmetic or games.
		Geography ...	The study of the test map of the province. India and the world in greater detail. Causes of day and night.
		Drawing Geometry and hand work.	Map drawing (of the province); making a map of the province (first in sand and then in clay); simple geometrical figures. R.—Areas on village map by means of area comb; cane work, if possible.
		Physical exercise ..	*Deshi kasrat.* Games.

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 3RD APRIL 1914.

RESOLUTION—No. 1596.

READ—

The Report on the Progress of Education in Eastern Bengal and Assam for the years 1907-08 to 1911-12.

1. The report deals with the province of Eastern Bengal and Assam as it stood on the 31st March 1912, before the recent territorial redistribution, and covers the period of five years ending on that date. It was prepared by Mr. J. N. Ray, Deputy Magistrate and Deputy Collector, who was placed on special duty for the purpose, and it has been revised by Mr. N. L. Hallward. The Hon'ble Mr. H. Sharp, C.I.E., was the permanent Director of Public Instruction from the commencement of the period under review up to the 26th December 1910, when he left the province to join his appointment as Joint Secretary to the Government of India in the Department of Education. He was succeeded, on the 2nd January 1911, by Mr. Hallward, under whose charge the department remained until the end of the period under review.

In reviewing the report, the Governor in Council proposes to confine himself mainly to a bare summary of facts and to offer little in the way of comment, since the area with which this report is concerned was not under the jurisdiction of the Government of Bengal during the period under review.

CONTROLLING AGENCIES.

2. The staff was increased in the year 1907-1908 by the appointment of an Assistant Director of Public Instruction, and, in accordance with the general scheme for the increase of the inspecting agency which received the sanction of the Secretary of State in March 1906, additions were made to the ranks of Inspectors, Assistant Inspectors, Deputy Inspectors, Sub-Inspectors, and Assistant Sub-Inspectors of Schools. There was no separate Inspector for the few European schools in the province. These were under the control of the Divisional Inspector of Schools at Dacca. Of the three additional Inspectors who were appointed in accordance with the scheme, two have been posted as second Inspectors in the Dacca Division, and one as second Inspector in the Chittagong Division. The Rajshahi Division is still under the control of a single Inspector, but it is a heavy charge, and the arrangement is not altogether satisfactory. The posts of inspecting pandits or *guru*-instructors are being gradually abolished and they are being replaced by Sub-Inspectors of Schools. Several inspecting officers were deputed to the Training College at Dacca for a course of instruction; and a departmental lower grade examination, controlled by the Central Board of Examiners, was instituted in 1907 for Deputy and Sub-Inspectors. These officers are examined (1) in vernacular literature (2) in the art of teaching, discipline, and organization, and (3) in the departmental rules and orders. An Inspectress of Schools was appointed in 1908-09. In the following year two Assistant Inspectresses were added to her staff, and in 1910-11 the appointment of a second Inspectress was sanctioned. One of the Inspectresses was in charge of the Dacca, Rajshahi and Assam Valley Divisions, together with the Khasi and Jaintia Hills, the other was in charge of the Chittagong and Surma Valley Divisions; the two Assistant Inspectresses were posted to Dacca and Tippera respectively.

3. The responsibilities of district officers in respect of the furtherance of primary education were clearly recognized. For higher education the officers of the department were considered primarily responsible, but even in this sphere every effort was made to encourage co-operation between the educational officers and the civil authorities, both executive and judicial. Advantage was taken of the new regulations of the Calcutta University, requiring the constitution of governing bodies for colleges and of managing committees for high schools, to associate executive officers more directly with the control of collegiate and secondary education.

4. It is reported that the relations between the department and the District Boards, which are charged with the maintenance of primary and middle schools under public management, were cordial throughout the quinquennium. The Mymensingh and Tippera Local Boards were entrusted with certain powers regarding the distribution of stipends to primary schools within their jurisdiction. Municipalities in Eastern Bengal were required to contribute a minimum of 3·2 per cent., and those in Assam a minimum of 3 per cent., of their ordinary income towards the improvement of primary education; and in Eastern Bengal all the municipalities contributed the requisite proportions. Since the year 1907-08 the preparation of the educational budgets of Municipal Boards has been entrusted to the local Deputy Inspector, who acts in consultation with the Inspector of Schools.

Collegiate Education.

5. The total expenditure on collegiate education increased during the quinquennium from Rs. 1,74,780 to Rs. 4,02,930, of which Rs. 2,31,921 was met from Provincial Revenues, Rs. 1,43,343 from fees, and the rest from other sources.

Considerable expenditure was incurred on the improvement of Government colleges, and liberal assistance was given to aided colleges. A higher standard of college education was introduced, buildings were improved, quarters for students were provided, the system of teaching was reformed, and libraries and scientific equipment were liberally supplied. The total number of students in Arts colleges increased from 1,197 to 2,989, the increase being shared by both Government and private colleges. The number of colleges was reduced from 11 to 10 by the amalgamation of the Pramatha-Manmatha College at Tangail with the Jagannath College at Dacca. There were at the close of the quinquennium six first-grade colleges, viz., the Government colleges at Dacca, Rajshahi, Chittagong and Gauhati, the Braja Mohan Institution at Barisal and the Jagannath College at Dacca, and four second-grade colleges, viz., the Edward College, Pabna, the Victoria College, Comilla, the Ananda Mohan College, Mymensingh, and the Murari Chand College, Sylhet. The last-named college has since been provincialised. The Chittagong College and the Cotton College, Gauhati, were raised to the first grade. The Braja Mohan Institution, formerly a proprietary college, was reconstituted, and under the terms of a trust deed executed in March 1912, its management was entrusted to a Council on which Government, the proprietors and local interests are represented. The Jagannath College was raised to the first grade and remodelled with the help of a Government subsidy. New buildings have been provided for it as well as the Ananda Mohan College at Mymensingh.

Secondary Education.

6. During the period under review there has been a steady increase in the number of English schools, accompanied by a marked decrease in the number of vernacular schools. The number of pupils attending English schools at the close of the quinquennium was 162,776, or an increase of 73,673 during the period. In the vernacular schools there were 20,989 pupils at the close of the period, showing a decrease of 3,412 in five years. A still further decrease is anticipated owing to the probable conversion of the majority of middle vernacular schools in urbar areas into middle English schools.

7. The number of high schools increased from 212 to 224, and the number of pupils reading in them from 47,130 to 74,557 during the period under review. This increase appears to be due to a growing demand for English education, especially among the members of the Muhammadan community. There was also a substantial increase in expenditure on English secondary schools during the quinquennium, viz., from Rs. 13,32,734 to Rs. 21,97,283, the major portion of this expenditure being covered by increased fee-receipts, which amounted to Rs. 15,50,411 against Rs. 8,71,783 during the previous quinquennium.

8. High schools under private management provide education for some 63,000 boys, but the accommodation they afford in the class-rooms and hostels is lamentably defective in spite of the liberal aid given by Government,

9. The instruction given in secondary schools still suffers from the lack of competent teachers. The poor prospects in the teaching profession as compared with other avocations and the want of facilities for training are the two main difficulties. Special facilities for training in Government institutions have now been offered, and a scheme for the improvement of secondary education is under consideration. There is, therefore, every reason to hope that in the near future the condition of these schools will be materially improved.

Primary Education.

10. At the end of 1911-12 there were 17,723 primary schools for boys, as against 17,531 at the end of the previous quinquennium. The increase, small as it was, was confined to Assam. In Eastern Bengal there was actually a decrease, but there still remains one primary boys' school for every 6·1 square miles. The number of students reading in these schools rose to 704,353, and that of boys attending the primary departments of secondary schools to 116,570, the total being 188,946 above the corresponding figure for 1906-07. The increase is shared by every division, but the rate of progress was more rapid in Eastern Bengal than in Assam.

11. The number of unaided schools in the province showed a slight falling off, being 2,017 as against 2.040 in the previous quinquennium, but the number of pupils increased.

12. The total expenditure on primary schools increased during the quinquennium from Rs. 15,03,811 to Rs. 19,05,082, of which Provincial Revenues contributed Rs. 80,922, local funds Rs. 7,50,885 and municipal funds Rs. 19,274, against Rs. 52,724, Rs. 5,85,996 and Rs. 16,305, respectively, in 1906-07. The resources of District and Local Boards began during the quinquennium to be supplemented by Government out of Imperial grants.

13. The most important educational reform introduced during the period under review was the establishment, throughout the whole of Eastern Bengal, of a network of efficient lower primary schools, owned and managed by the District Boards. For this purpose existing institutions were taken over, wherever possible, and properly equipped and staffed. Buildings were also provided where these were wanting. This reform was rendered possible by the 3½ lakhs of rupees which fell to the share of the province after the partition out of the Imperial grant of 10 lakhs.

Another important step taken by Government was to concentrate the grants-in-aid on schools of reasonable efficiency, withdrawing all assistance from weak and superfluous institutions.

These two measures have done much to raise the standard of primary education in the province. To them, it is true, may be ascribed the decrease in the number of primary schools, but this slight fall is amply compensated by increased efficiency.

Instruction in Teaching.

14. Training arrangements exist for three classes of teachers—

(*i*) for English teachers at the Dacca Training College,

(*ii*) for vernacular teachers of secondary schools in the training schools, and

(*iii*) for village school-masters in the *guru*-training schools.

15. Before the establishment of a Training College at Dacca in 1910, English teachers in Eastern Bengal and Assam underwent no special training. The college is affiliated to the Calcutta University for the degree of Bachelor of Teaching and for the diploma of Licentiate in Teaching. It provides for the training of the existing teachers and members of the inspecting staff, as well as of candidates seeking employment in the Education Department. The B. T. course extends over one year, and the L. T. course over two years. The present location of the college being unsuitable, a scheme is under the consideration of Government for its removal to a better locality, where it will be provided with suitable buildings and adequate hostel accommodation, and where there will be room for future expansion. At the close of the quinquennium there were 37 students, comprising 6 teachers in private service, 6 candidates for employment, and 25 Government servants. In 1910-11, 10 candidates went up for the B. T. degree, and 8 passed. In 1911-12, in all 29 candidates were sent up; of these 15 passed the B. T. Examination, one standing 1st and another 5th in order of merit in the University; and 10 passed the L. T. Examination, securing between them the 2nd, 3rd and 4th places.

16. There are five training schools (at Dacca, Rangpur, Chittagong, Silchar and Jorhat) for the teaching of vernacular teachers of secondary schools, and of candidates for employment in that capacity. They are all maintained by Government, and their equipment is generally satisfactory

Since 1909-10 the curricula in Eastern Bengal and Assam have been unified.

17. Teachers in primary schools or village school-masters are trained in the training classes attached to the Dacca and Chittagong Training Schools and the *guru*-training schools, of which there are 39. The course of training is for one or two years according to the initial qualifications of the pupil. *Gurus* are awarded stipends of Rs. 7 a month, and candidates for employment, Rs. 6. A new scheme for the improvement of schools of this class has been sanctioned by the Secretary of State. This scheme is designed to secure to each such school better accommodation and a better staff.

18. Village school-masters in Assam are trained in one of three ways, namely, (i) under the apprenticeship system, (ii) in large training classes, or (iii) in small training schools. The system of apprenticeship has proved unsuccessful and is being abandoned. There are two training classes—one at Silchar for schools using the Bengali language, the other at Jorhat for schools using Assamese. There are also a few Mission training schools in the hill districts of Assam.

19. During the quinquennium a special class was started at Dacca for the training of teachers of high schools in geography. Similar classes were opened in connexion with the Dacca and Chittagong Madrasahs for the training in English of candidates for the posts of Maulvis in high schools, but the scheme in its present form has not been successful.

20. Training classes are attached to the Eden High School for Girls at Dacca for the training of subordinate inspecting officers and English and vernacular teachers for girls' schools and zenana classes. Stipends are awarded to attract pupils to these classes, and a salary of not less than Rs. 30 is guaranteed to any pupil obtaining the English training certificate, and of not less than Rs. 20 to any obtaining the vernacular training certificate, whether she be a stipend-holder or not. In Assam there is as yet no regular school for training mistresses; but a class for instruction in teaching has been opened by the Welsh Mission in connexion with the Girls' High School at Shillong.

Professional and Technical Education.

21. A Law college was established at Dacca during the quinquennium on the lines of the University Law College at Calcutta.

22. There are two Government medical schools in the province—one at Dacca and another at Dibrugarh—which train candidates for employment under Government as Sub-Assistant Surgeons. There are, besides, four unaided medical schools in the province.

23. The Engineering School at Dacca is the only institution of its kind in the province. It has three departments—(1) the Apprentice Department which teaches for the sub-overseer and overseer examinations, for the foreman mechanic's certificate and for electrical engineering, (ii) the survey department, and (iii) the artisan department. Applications for admission have increased steadily year by year. There has, however, been a falling off in the number of Muhammadan pupils, the number being only half of what it was five years ago.

24. There are five technical schools in the province. Government has already taken over the management of two, and is now considering the question of taking over the other three. These schools comprise the same departments as the Dacca School of Engineering, with this difference, that their apprentice departments teach up to the sub-overseer standard only. Some of the technical schools are attended by the B class students of the local zilla schools for instruction in such subjects as engineering, surveying, carpentry, etc.

There are seven B classes attached to different high schools in the province, but everywhere the numerical strength shows a decrease.

The province has no mining classes; but six scholarships, varying in value from Rs. 30 to Rs. 15, were awarded to pupils from this province to enable them to study in the mining classes of the Sibpur Civil Engineering College, where six vacancies are reserved for them.

25. The province contains several industrial schools in which the pupils are instructed in carpentry and blacksmith's work, sometimes also in tinsmith's work, cane-work, weaving and the like. At Rampur-Boalia there is a sericulture school which once formed part of the Technical School, but is now a separate institution under the control of the Director of Agriculture.

Assam has only two industrial schools—one at Kohima and another at Shillong.

26. A few C classes were started in some of the schools in Eastern Bengal for imparting commercial education, but without success. In their place have sprung up a few private commercial schools which have attained considerable popularity.

Sanskrit Education.

27. The *tôls* play an important part in the spread of Sanskrit learning, and there is a large number of them in Eastern Bengal and Assam.

The Saraswat Samaj of Dacca, the Kabindra College at Gaila (Bakarganj) and the Sanskrit College at Rampur-Boalia are the principal agencies in the province for the development of Sanskrit learning. The two first-named institutions are aided by Government.

The Jagatpur Asram at Chittagong is a monastic establishment which is remarkable for the success attained by the girl candidates presented by it for examination.

28. Several stipends are awarded by Government on the results of the examinations in Sanskrit in the Eastern Bengal divisions.

Education of Girls.

29. The number of institutions for girls has increased during the five years under review from 2,807 to 4,980. At the close of the quinquennium the total number of girls and women under instruction in institutions of all kinds, including boys' schools but excluding European schools, was 145,137 or 5·7 per cent. of the female population of school-going age, as against 70,867 or 3·1 per cent. at the end of the previous quinquennium. Of these, 2,648 received education in secondary schools, 142,347 in primary schools and 142 in special and other schools. There were four high schools in the province, of which three were Government schools and one unaided.

The Eden Female School, Dacca, has made considerable progress during the period. The number on its rolls has risen from 125 to 244, of whom

89 were above the primary stage. The direct expenditure from Government on this school increased from Rs. 9,940 to Rs. 34,110. The school has on its staff 11 lady teachers and is under the management of a Committee on which there are five ladies.

During the period under review a representative Committee, known as the "Female Education Committee," was constituted in the province. Schemes for the primary education of girls based on the recommendations of the Committee have been drawn up, but it has not been possible to sanction an increase of expenditure on the education of girls at all commensurate with the importance of the subject or the magnitude of the schemes formulated by the Committee.

The number of primary schools for girls has increased from 2,789 in 1906-07 to 4,956 in 1911-12, and the pupils reading in them from 51,180 to 110,817.

30. The total expenditure on girls' schools rose from Rs. 1,26,160 in 1906-07 to Rs. 2,92,541 in 1911-12, the increase being 131·8 per cent. Towards this increase Provincial Revenues contributed Rs. 61,862 and local and municipal funds Rs. 84,096.

31. The experiment of zenana teaching under the supervision of Ladies' Committees has proved a great success in Eastern Bengal. Zenana governesses have been appointed in several centres, the cost being met by Government.

During the period under review two Inspectresses and two Assistant Inspectresses were added to the cadre.

European Education.

32. The number of European children in Eastern Bengal and Assam being only 1,242, and the main centres of European education in north-east India being all situated in the province of Bengal, European education was not capable of very large expansion. There were six European schools, two in Shillong and the remainder in Eastern Bengal; and the number of pupils in these schools showed a slight increase, viz., from 410 to 425, of whom 239 were boys and 186 girls. The total number of European children in all classes of schools has increased by 23·7 per cent.

33. The total expenditure incurred was Rs. 74,347, of which Rs. 22,648 was met from Provincial Revenues, Rs. 22,732 from fees, and Rs. 28,667 from private sources. In 1906-07 the expenditure amounted to Rs. 57,366, towards which Provincial Revenues contributed Rs. 25,132.

34. During the quinquennium a cottage for European children from Eastern Bengal and Assam was opened at the St. Andrew's Homes at Kalimpong, and there were at the close of the quinquennium 32 boys in the cottage from the province.

Muhammadan Education.

35. The number of Muhammadan pupils in institutions of all kinds, which totalled 331,900 in 1901-02 and 425,840 in 1906-07, increased to 575,667 in 1911-12, and its proportion to the number of pupils of all creeds is now 53·5 per cent., as against 48·9 in 1901-02 and 52·2 in 1906-07. But even now the proportion has not reached the figure of 58·5 per cent., which is the proportion that the Muhammadan community bears to the total population of the province. The figures are fairly satisfactory as regards primary education, but still regrettably low in the higher stages of instruction.

There was a considerable falling off in the number of pupils reading in Koran schools and in the institutions in which instruction is given in Arabic or Persian. The middle Madrasahs and Maktabs, in which secular instruction is imparted along with older forms of learning, made good progress during the quinquennium.

36. A Committee was appointed during the quinquennium to consider the question of the reorganization of Madrasahs and other institutions

specially intended for Muhammadan education. Its report is now under the consideration of Government.

Education of Hill Tribes.

37. The management of schools in the hill districts was entirely in the hands of the missionaries or Government. On the whole, progress, if slow, was steady, in spite of difficulties due to diversities of race, custom and religion.

Private Institutions.

38. Throughout the quinquennium under review the Government endeavoured to improve these schools, and by the offer of grants-in-aid, to convert them into public institutions, with fairly satisfactory results.

Physical and Moral Training.

39. During the quinquennium serious anxiety was caused to Government by the existence of political agitation in many schools and in one or two colleges—a state of affairs to which the laxity of the physical and moral training of students largely contributed. In order to mitigate these evils Government has done much towards the provision of hostels and the encouragement of sports, social intercourse and a higher standard of discipline.

A conference was held to discuss the question of the religious and moral education of students, but the matter had not reached a practical stage before the close of the period under review.

Particular attention has been devoted to making provision for games in schools and colleges. An indigenous form of physical exercise and instruction in drill were made compulsory in all public schools in Eastern Bengal and Assam.

College and School Libraries.

40. Considerable attention was paid during the quinquennium to the improvement of college libraries in the province. The libraries of Government colleges are, on the whole, fairly well equipped with books, but aided schools are, for the most part, very poorly provided with even the most essential books.

41. In conclusion, the Governor in Council desires to place on record his high appreciation of the very complete and interesting account of the work of the past five years contained in the report under review, and to thank Mr. J. N. Roy for the care and industry which he has devoted to its compilation.

By order of the Governor in Council,

H. F. SAMMAN,
Secretary to the Government of Bengal.

No. 1597.

Copy forwarded to the Director of Public Instruction, Bengal, for information.

CIRCULAR No. 3.

Copy forwarded to all Commissioners of Divisions for information.

By order of the Governor in Council,

J. N. MITRA,
Under-Secretary to the Govt. of Bengal.

Calcutta,
The 3rd April 1914.

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